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ABSTRACT

The Project Grant Information System (PGIS) is a computerized information indexing and retrieval system which supports the U.S. Office of Education. Its purpose is to provide OE officials with up-to-date information about the Office's discretionary grant programs and projects. The purpose of the Taxonomy is to provide: (1) those individuals who are responsible for inputing data into the information system with the means for categorizing and indexing incoming proposals and contracted projects; and (2) those individuals who are interested in extracting specialized data from the system with the means for obtaining that information. The use of the Taxonomy for "input" purposes is directed toward satisfying the "output" requirement of the users. Thus, the primary function of the PGIS Taxonomy is to provide OE management and other personnel with specialized access to data contained in the system. This report contains: a brief description of development of the Taxonomy; a comprehensive and detailed explanation of the operating procedures which must be utilized by those who wish to retrieve information from the system; a complete list of the more than 1400 terms contained within the Taxonomy; and a set of detailed definitions for all terms. (Author/SJ)

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ROUGH DRAFT

September [redacted]

1971

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PGIS TAXONOMY

FOR USE WITH THE

PROJECT GRANT INFORMATION SYSTEM (PGIS)

Prepared Under Contract No. OEC-0-70-1353 By
North American Rockwell Information Systems Company
Suite 700, 1701 North Fort Myer Drive Arlington, Virginia 22209

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

THE PROJECT GRANT INFORMATION SYSTEM (PGIS) TAXONOMY

I. Introduction and Summary

The Project Grant Information System (PGIS) is a computerized information indexing and retrieval system which supports the U. S. Office of Education and its Bureaus. Its purpose is to provide OE management officials with up-to-date information about the Office's discretionary grant programs and projects. This is no small task, since each year the Office of Education receives in excess of 20,000 requests for discretionary funds to be used for conducting studies in the field of education. Each of these proposals must be evaluated thoroughly by OE personnel before being approved for funding. Such evaluation involves: (1) estimating the proposed project's contribution to the field of education; (2) appraising the methodology to be used in the project; (3) judging the personnel to be involved in the project in terms of their previous performance on other OE contracts; and (4) comparing the proposed project to related proposals and projects. In addition to evaluating the proposals, OE personnel must sort, categorize, and store all of the requests in such a manner that they can be easily retrieved when necessary. Obviously, these tasks require a monumental amount of work and coordination on the part of the personnel involved. It is the purpose of the Project Grant Information System (PGIS) to aid the personnel of the Office of Education in the performance of these and related functions.

To facilitate the execution of the indexing and retrieval of information about OE's discretionary grant programs, the PGIS staff developed a "Taxonomy of Education." The Taxonomy is a composite list of terms related to the field of education and to OE management information needs that can be used to describe all aspects of proposed and contracted projects. The purpose of the Taxonomy is twofold: (1) to provide those individuals who are responsible for inputting data into the information system with the means for categorizing and indexing incoming proposals and contracted projects; and (2) to provide those individuals who are interested in extracting specialized data from the system with the means for obtaining that information. The use of the Taxonomy for "input" purposes is directed toward satisfying the "output" requirement of the users of the system. Thus, the primary function of the PGIS Taxonomy is to provide OE management and other personnel with specialized access to data contained in the system.

Section II of this report describes briefly the design and development of the Taxonomy. Section III provides a comprehensive and detailed explanation of the operating procedures which must be utilized by those who wish to retrieve information from the system. Section IV presents a complete list of the more than 1400 terms contained within the Taxonomy. Section V provides the user with a set of detailed definitions for all terms listed in Section IV.

II. The PGIS Taxonomy

A primary tool which contributes to the success of the Project Grant Information System is the PGIS Taxonomy. A "taxonomy" is an orderly classification of type groups within a subject field. More specifically, the PGIS Taxonomy is a highly structured presentation or listing of various classifications within the field of education. This list of approximately 1400 terms, which are relevant to the field of education and to the Office of Education's stated information needs, is presented in a standardized format and can be used both to index information into the system, and to retrieve specialized data from the system. That is, when proposals for discretionary funds are received at the Office of Education, the categories from the Taxonomy that a taxonomical specialist considers to be most descriptive of the proposal are assigned, the codes which correspond to the selected categories are recorded on the Taxonomy Input Form--Media 50--(see Figure 1), and the data is then entered into the computerized system.

Fig. 1

	USER			MEDIA		LOG				ACT	UP
>				5	0						
1	2	3	4	5	6	7	8	9	10	11	12

ACTION
Blank – Edit Only
1 = Edit/Release
2 – Edit/Release/Retain

UPDATE
C – Create Taxonomy
M – Modify Taxonomy
D – Delete Taxonomy

KEY PUNCH NOTE:
DO NOT PUNCH DATA IN HATCHED FIELD AREAS: ▨

DATE COMPLETED #01 MO DAY YEAR

PROJECT DESCRIPTION

PR NUMBER #02 Bureau Number Suffix

TYPE GRANTEE/CONTRACTOR #05 G

PROJECT CHARACTERISTICS

		CODE	%	CODE	%	CODE	%
PROJECT FOCUS	#03	F		F		F	
TYPE ACTIVITY	#09	T		▨	▨	▨	▨
SUBJECT MATTER	#10	M		▨	▨	▨	▨
PROPOSED OBJECTIVES	#11	B		▨	▨	▨	▨

ULTIMATE TARGET GROUP (UTG) CHARACTERISTICS

UTG NUMBER OF PARTICIPANTS #12 N

		CODE	%	CODE	%	CODE	%
UTG DEMOGRAPHIC CHARACTER	#13	D		▨	▨	▨	▨
UTG INCOME	#14	I					
UTG SPECIAL CHARACTER	#15	H		H		H	
UTG EDUCATIONAL LEVEL	#16	E		E		E	
UTG ETHNIC CHARACTER	#17	R		R		R	
UTG AGE	#18	A		A		A	

INSTRUMENTAL TARGET GROUP (ITG) CHARACTERISTICS

ITG NUMBER OF PARTICIPANTS #19 U

ITG SPECIAL CHARACTER #20 Z

		CODE	%	CODE	%	CODE	%
ITG EDUCATIONAL LEVEL	#21	C	▨	▨	▨		
ITG ETHNIC CHARACTER	#22	J	▨	▨	▨		
ITG TYPE	#23	W		W		W -	

BUREAU UNIQUE CHARACTERISTICS

BUREAU UNIQUE (1) #24 1

BUREAU UNIQUE (2) #25 2

BUREAU UNIQUE (3) #26 3

BUREAU UNIQUE (4) #27 4

PPB CODES #28 PROGRAM CATEGORY | PROGRAM BUDGET | ORGANIZATION | LEG | TARGET GRP | R/E ACTVY | FINANCE

OE FORM 5292-17, 6/71 FIGURE 1. TAXONOMY INPUT FORM GPO 914-883

Conversely, when a user of the system wishes to obtain specialized information such as "How much money has been spent on the education of American Indians at the elementary school level?", he selects the appropriate Taxonomy categories, records their corresponding codes on the Taxonomy Request Form--Media 10 (see Figure 2), and receives the requested information.

Fig. 2

Figure 2. An example of the Taxonomy Request Form (Media 10).

(Note: An example of a Media 10 which has been completed by a user of the system is shown in Table 2 in the next section of this report.)

	USER			MEDIA		LOG				ACT	UP
>				1	0						▨
1	2	3	4	5	6	7	8	9	10	11	12

ACTION
Blank = Edit Only
1 = Edit/Release
2 = Edit/Release/Retain

TYPE REPORT #01 ☐ (X) LIST IN ADDITION TO SUMMARY (REPORT 756)

BUREAU ID (P) #02 ____________________

PROGRAM CODE (L) #03 ____________________

PHASE (K) #04 ____________________

TYPE GRANTEE/CONTRACTOR (G) #05 ____________________

STATE/CONGRESSIONAL DISTRICT (S) #06 ____________________

FISCAL YEAR (Y) #07 ____________________

PROJECT FOCUS (F) #08 ____________________

TYPE ACTIVITY (T) #09 ____________________

SUBJECT MATTER (M) #10 ____________________

PROPOSED OBJECTIVES (B) #11 ____________________

UTG DEMOGRAPHIC CHARACTERISTIC (D) #12 ____________________

UTG INCOME (I) #13 ____________________

UTG SPECIAL CHARACTERISTIC (H) #14 ____________________

UTG EDUCATIONAL LEVEL (E) #15 ____________________

UTG ETHNIC CHARACTERISTIC (R) #16 ____________________

UTG AGE (A) #17 ____________________

ITG SPECIAL CHARACTERISTIC (Z) #18 ____________________

ITG EDUCATIONAL LEVEL (C) #19 ____________________

ITG ETHNIC CHARACTERISTIC (J) #20 ____________________

ITG TYPE (W) #21 ____________________

BUREAU UNIQUE (1) #22 ____________________

BUREAU UNIQUE (2) #23 ____________________

BUREAU UNIQUE (3) #24 ____________________

BUREAU UNIQUE (4) #25 ____________________

NOTES: BLANK = ALL ELEMENTS WITHIN A CATEGORY ARE SELECTED.
X = ALL ELEMENTS WITHIN A CATEGORY ARE SELECTED EXCEPT THOSE INDICATED, E.G., SX S06 = SELECT ALL STATES EXCEPT CALIFORNIA.
* = SUMMARY REQUESTED FOR THE CATEGORY, E.G., F*.

FIGURE 2: TAXONOMY REQUEST FORM

7/1/71

It is a reasonable assumption that a well-designed and well-constructed Taxonomy will contribute to the success of the Project Grant Information System. The best information indexing and retrieval system cannot operate effectively if the data which is entered into the system is not categorized and indexed in a reliable and organized manner. To insure the quality of the Taxonomy, taxonomical specialists devoted several months to the tasks of analyzing the needs of management personnel in the Office of Education, determining the type of activities performed by OE's various Bureaus, reading OE proposals to discover the elements of information most often contained in incoming proposals, analyzing educational texts and other relevant reference materials to determine the major educational categories which should be included in an educational taxonomy, and performing various other tasks preliminary to the actual development of the Taxonomy.

Once the initial research phase of the taxonomy development was completed, the taxonomical specialists began the production phase in which the Taxonomy was actually designed and constructed. The first step in the design phase was to decide precisely what dimensions or groupings of categories should be included in the incoming proposals. Secondly, each dimension was broken out into as many categories as the taxonomists considered necessary to provide the users of the Taxonomy with a broad data base of terms which they could draw upon to describe each incoming proposal. Necessarily, some dimensions, such as "Subject Matter," are more detailed and comprehensive than other dimensions, such as "Family Income of the Ultimate Target Group"; there are certainly more subjects taught in school than there are income ranges. A brief description of the dimensions included in the Taxonomy are presented in Table 1.

Included within each of the dimensions described in Table 1, there are specific categories which can be used to describe the important aspects of each incoming proposal. The dimensions can be thought of as general headings, and their categories as the specific headings or subheadings. For example, to describe the primary point of concentration of a proposal concerning "physical therapy and motor training for physically handicapped children," the taxonomist would refer to the heading "Project Focus," and then locate the most appropriate subheadings, which would be "motor development" and "physical development." Similarly, to index the "income" aspects of a proposal interested in "comparing the educational levels attained by individuals with varying income levels in an urbanized area," the taxonomist would refer to the dimension or heading entitled "Family Income Characteristic of the Ultimate Target Group" and then locate the appropriate category subheading (i.e., "Mixed Income"). A complete listing of each dimension and its appropriate categories or subheadings is presented in Section IV of this report.

To help the taxonomist, or anyone who is faced with the task of using the Taxonomy to describe the important aspects of a proposal, the PGIS staff developed a set of definitions which explain the meanings of the more than 1400 terms contained in the Taxonomy. This set of definitions provides the taxonomist with detailed information about each category so that he will know when the use of a specific category is appropriate. For example, if a proposal states that the investigators in the study plan to "interview students involved in various types of problem-solving tasks to determine what thought processes are involved in the solution of the tasks," it would be difficult for the taxonomist to know whether to use code 122 "Creative/Productive Thinking" or code 123 "Critical Thinking" for the Dimension "Project Focus." To simplify this decision-making situation, he could refer to the definitions for "Project Focus" to determine the meaning of those terms. Thus, he would discover that the proposal should be indexed under Code 122 "Creative/Productive Thinking." The definitions of the terms are organized according to the 15 dimensions or major divisions of the Taxonomy. Thus, if a user of the Taxonomy were interested in learning the meaning of one of the terms included within the dimension "Type of Grantee," he would turn to that particular dimension in his booklet of definitions and locate the appropriate category and definition of the term in which he was interested. For example, if he needed to know the meaning of the category "Public Institution of Higher Education (Developing)," he would refer to the definitions for "Type of Grantee," locate the appropriate code and category, and read the corresponding definition. The entire list of definitions is presented in Section V of this report.

TABLE 1. - TITLES AND DESCRIPTION OF TAXONOMY DIMENSIONS.

TITLE OF DIMENSION	DESCRIPTION
Type of Grantee/ Contractor (Applicant) (G)[1]	The government agency, educational institution, profit or nonprofit organization, or individual who is applying for the funds. (contains 109 categories)
Project Focus (F)	The primary point of concentration or center of activity concerned with the objectives of the project. (contains 276 categories)
Type of Activity (T)	The nature of the effort, process, function, or operation to be carried out during the project. (contains 62 categories)
Subject Matter of Project (M)	The academic or other school subject that is going to be taught, analyzed, or researched during the project. Categories 100-420 concern elementary, secondary, & adult education; categories 430-760 concern higher education & categories 770-860 concern Post-secondary, technological & occupational education. (contains 533 categories)
Proposed Objectives (B)	The USOE-developed objective that is most closely associated with the aims or goals of the project. (contains 12 categories)
Demographic Characteristic of the Ultimate Target Group (D)	The geographical environmental characteristic of the people who are receiving the final benefit of the project (almost always students). (contains 43 categories)

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[1] The letter in parentheses after each dimension title is the code letter for that dimension.

TABLE 1. - TITLES AND DESCRIPTIONS OF
TAXONOMY DIMENSIONS (CONT.)

Family Income Characteristic of the Ultimate Target Group (I)	The average amount of money earned (or received) by the families of those who are receiving the final benefit of the project. (contains 8 categories)
Special Characteristics of the Ultimate Target Group (H)	Any handicaps, disadvantages, or special circumstances that distinguish the people who are receiving the final benefit of the project from the "normal" population. (contains 78 categories)
Educational Level of the Ultimate Target Group (E)	The level of schooling of the people who will receive the final benefit of the project. (contains 72 categories)
Ethnic Characteristics of the Ultimate Target Group (R)	The groups with which those receiving the final benefit of the project have racial, linguistic, religious, or cultural ties. (contains 17 categories)
Age Characteristics of the Ultimate Target Group (A)	The specific age or age range of those receiving the final benefit of the project. (contains 101 categories)
Special Characteristics of the Instrumental Target Group (Z)	Any existing or previous handicaps, disadvantages or special circumstances which distinguish the persons in the Instrumental Target Group from the "normal" population. (contains 18 categories) (Note: The Instrumental Target Group consists of (1) those individuals who are doing something to or for the Ultimate Target Group (UTG) or interfacing with the UTG in the ultimate target environment; or (2) those who are being operated upon to change the ultimate target behavior or environment. The ITG usually consists of teachers, principals, parents, school psychologists, etc. The ITG is not the individual or individuals who are doing the study.)

TABLE 1. - TITLES AND DESCRIPTIONS OF
TAXONOMY DIMENSIONS (CONT.)

Educational Level of the Instrumental Target Group (C)	The highest level of schooling which is being completed or which has already been completed by those who are doing something to or for the Ultimate Target Group. (contains 16 categories)
Ethnic Characteristics of the Instrumental Target Group (J)	The groups with which the ITG (those who are doing something to or for the Ultimate Target Group) has racial, linguistic, cultural, or religious ties. (contains 17 categories)
Instrumental Target Group Type (W)	The occupational status or the type of role of the person or persons who are working to change the ultimate target behavior or environment. (contains 62 categories)

III. THE USE OF THE PGIS TAXONOMY FOR RETRIEVAL OF INFORMATION

Since the main function of the PGIS Taxonomy is to provide OE management and other personnel with access to specialized data contained in the system, it is necessary that the potential users of the Project Grant Information System be familiar with the operating procedures involved in retrieving information. The operating procedures are reasonably standard, even though the types of retrieval requests which can be made are quite varied and comprehensive.

Procedures for Retrieving Information

(1) Determining Specific Objective (s). Initially, the individual who wishes to obtain specialized data from the information system must determine exactly what it is that he wants to know. It is helpful if he states his request in writing before referring to the Taxonomy. In other words, he should establish his specific objectives before utilizing the system.

(2) Reviewing the Taxonomy. Secondly, the user of the retrieval system should examine the PGIS Taxonomy in order to familiarize himself with the retrieval categories that are available for use. The most expedient way of becoming familiar with the categories is (a) to determine the purpose of each of the 15 general dimensions listed in Table 1 of this report, and (b) to acquire a general knowledge of the types of categories included within each dimension by reading the main subheadings in each dimension (See Section IV of this report). For example, to become familiar with the dimension "Subject Matter," the user of the Taxanomy should refer first to Table 1 to discover the general purpose of that particular dimension, and he should then skim the categories having codes 100, 110, 120, 130, 140 etc., to ascertain the type of information contained in the main subheadings of that dimension.

(3) Selecting Applicable Dimension (s). After acquiring a general knowledge of the contents of the PGIS Taxonomy, the individual interested in retrieving information from the system should decide which dimension(s) of the Taxonomy are most applicable to his retrieval question. For example, if a user's specific objective is "to determine how much money is being spent on rehabilitating drug addicts," one of the dimensions he would want to refer to would be the dimension entitled "Special Characteristics of the Ultimate Target Group" since it is concerned with the special handicaps or disadvantages of the individuals receiving the final benefits of the project. On the other hand, if a user wanted to know "How many projects are concentrating on inservice education of teachers," he would refer to the dimension "Project Focus" since it is the dimension that is concerned with the major point of concentration or the primary focus of attention in the project.

(4) Selecting Appropriate Categories. Following the selection of the dimension or dimensions that are most applicable to his specific objectives, the user of the system should choose the most appropriate categories within those dimensions. This can be accomplished only by reading through the entire list of categories included within each selected dimension until one or more appropriate categories have been located. For example, the user whose objective was to determine "How many projects concentrate on inservice education of teachers" would read the categories listed in "Project Focus" until he found an appropirate category such as code 214 "Employment and Inservice Education of Teachers" or Code 543 "Professional Growth Opportunities."

(5) Completing the Taxonomy Request Form (Media 10). The final step in the information retrieval process is to list the selected category codes and any other required information on the Taxonomy Request Form (Media 10). Table 2 shows an example of the Taxonomy Request Form as it might be filled out by a user of the system. The following discussion provides a description of the procedure to be used when completing the Media 10.

The terms which will be used frequently during the discussion of the Media 10 are defined as follows:

Dimension	The terms in the left-hand column of the Media 10 that describe the general areas that can be searched during the retrieval process; e.g. "Type Report," Bureau ID".
Dimension Code Letter	The letter which appears in parentheses after each dimension; e.g. (P), (L).
Field	The lines which appear in the right-hand column of the Media 10 where the user writes the selected codes.
Field Number	The number which appears at the beginning of each line (Field); e.g. #01, #02.

There are a number of general rules that should always be followed by the user when filling out the Media 10:

(A) The Header Block which appears at the upper left corner of the Media 10 should be completed (see step 1 below for details).

(B) A Dimension Code Letter should precede each code that is listed on the Media 10; e.g. B100, A600.

(C) If all elements or categories within any dimension are to be screened, that field should be left blank.

(D) If all elements except for certain codes are to be screened, the user should enter an X after the Dimension Code Letter, followed by the code not desired; e.g. BX100 or ZX110ZX120 ZX130.

(E) Multiple codes can be selected in each Dimension if desired. Spaces should not be left between the code entries for each category. If exception codes (See D above) are used, they must be the first codes on a line. A maximum of 64 letters and numbers (approximately 16 codes and their corresponding Dimension Code Letters) may appear in each Field, with a maximum of 400 letters and numbers (approximately 100 codes and Dimension Code Letters) per form.

The specific steps to be followed when completing the Media 10 are presented below. The circled numbers which appear in Table 2 reflect the step numbers.

Step #1. Completing the Header Block. The Header Block identifies the user, the media being used, the Log Number, and the action that is to be taken on the request. Column 1 of the Header Block contains the Leader symbol (❯) which must precede all RGIS input records. Columns 2, 3, and 4 contain the User Code. The User Code is a permanent code which is assigned to each individual user by his Proposal Administration. Columns 5 and 6 contain the Media Number, which, for the Taxonomy Request Form is always "10." Columns 7, 8, 9, and 10 contain the Log Number, which is assigned by each user. It uniquely identifies the data in the input file as belonging to the user. This permits him to identify any particular input that he may have made using the same media. Each user may decide on his own system of Log Numbers, e.g. 0001, 0002, 0003, etc. (Letters may be used in constructing log numbers). However, he should keep a careful record of his Log Numbers so that he does not enter two Media 10's with the same Log Number. Column 11 indicates the action that the user wants the computer to take on his request. There are three possible actions open to the user (1) Edit Only--If Column 11 is left blank, the computer will edit the request without releasing the data to the system. Later, if the user wants to release the data, he can complete a Media 02 (Input File Correction Form), using the same Header Block as the one on the original Media 10, except that Column 11 should contain "1". (2) Edit Release--If a "1" is written in Column 11 of the Header Block, the form will be edited and then automatically released into the system, ~~regardless~~ unless ~~of certain~~ computer-determined input errors ~~which might~~ occur on the form. ~~After the data has been released, if the user wishes to correct any errors, he must write the corrections on the Media 02, using the same header as he did on the Media 10 with Column 11 containing a "1". (Correcting~~

(TABLE 2)

STEP ①

	USER			MEDIA		LOC				ACT	UP
>	M	0	1	1	0	J	0	0	1		▨
1	2	3	4	5	6	7	8	9	10	11	12

ACTION
- Blank = Edit Only
- 1 = Edit/Release
- 2 = Edit/Release/Retain

TYPE REPORT ② → #01 ☒ (X) LIST IN ADDITION TO SUMMARY (REPORT 756)
BUREAU ID (P) ③ → #02 PSPH
PROGRAM CODE (L) ④ → #03 L501324679L516823796
PHASE (K) ⑤ → #04 KC
TYPE GRANTEE/CONTRACTOR (G) ⑥ → #05
STATE/CONGRESSIONAL DISTRICT (S) ⑦ → #06 SX04SX06SX32
FISCAL YEAR (Y) ⑧ → #07
PROJECT FOCUS (F) ⑨ → #08 F*
TYPE ACTIVITY (T) ⑩ → #09
SUBJECT MATTER (M) ⑪ → #10
PROPOSED OBJECTIVES (B) ⑫ → #11 B110B120B130B160B190
UTG DEMOGRAPHIC CHARACTERISTIC (D) ⑬ → #12 D112 D122 D132 D142
UTG INCOME (I) ⑭ → #13 IX300IX400IX500
UTG SPECIAL CHARACTERISTIC (H) ⑮ → #14 H*
UTG EDUCATIONAL LEVEL (E) ⑯ → #15 E202 E203 E204 E250
UTG ETHNIC CHARACTERISTIC (R) ⑰ → #16 R* R200
UTG AGE (A) ⑱ → #17 A115A120A125A420
ITG SPECIAL CHARACTERISTIC (Z) ⑲ → #18
ITG EDUCATIONAL LEVEL (C) ⑳ → #19
ITG ETHNIC CHARACTERISTIC (J) ㉑ → #20 J200J400
ITG TYPE (W) ㉒ → #21 W*
BUREAU UNIQUE (1) #22
BUREAU UNIQUE (2) #23
BUREAU UNIQUE (3) #24
BUREAU UNIQUE (4) #25

NOTES: BLANK = ALL ELEMENTS WITHIN A CATEGORY ARE SELECTED.
X = ALL ELEMENTS WITHIN A CATEGORY ARE SELECTED EXCEPT THOSE INDICATED, E.G., SX S06 = SELECT ALL STATES EXCEPT CALIFORNIA.
* = SUMMARY REQUESTED FOR THE CATEGORY, E.G., F*.

Table 2. Numbered Steps in Completing the Taxonomy Search Request (with Examples of Typical Entries).

~~errors after they have been released into the system involves about a 1 week delay.)~~ (3) Edit/Release/Retain--If a "2" is written in Column 11, the computer will edit the request, and the form will be retained in the "Hold File" in addition to being released into the system. After 90 days, it will be automatically purged from the Hold File. The last column of the Header Block, Column 12, is left blank on the Media 10.

Step 2. Selecting the Type of Report. Each user has the option of selecting a comprehensive report or listing, and/or a reasonably brief summary report. By placing an "X" in the box in Field #01, the user can obtain a comprehensive listing (Part 2 of the 756 Report) which displays all of the PR numbers for projects that met his specified criteria, and all the Taxonomy codes that were assigned to those projects during the input process. For example, if the user has indicated that he wants all projects involving "the teaching or researching of chemistry in colleges and universities," he will receive a complete listing of all projects that meet those criteria, as well as a display of the Taxonomy codes that were originally assigned to those projects.

If the user leaves Field #01 blank, the computer will not yield the comprehensive listing. However, the user can obtain a summary report (Part 3 of the 756 Report) for selected dimensions by placing an asterisk after the Dimension Code Letter in those dimensions in which he is interested. The summary report provides the user with (1) the total number of participants involved in projects by codes within the selected dimensions (assuming those projects met his other criteria); and (2) the total amount of obligated funds by codes encountered within the selected dimensions. For example, if the user writes F* in Field #08, he will receive a summary report for that dimension showing the number of participants and obligated funds involved in projects by specified codes within "Project Focus", assuming those projects met his other criteria.

If the user wants both a complete listing of PR numbers and Taxonomy codes for the selected projects, and in addition, a summary report for certain dimensions, he should place an "X" in Field #01, and an asterisk in each Field where he wishes the computer to yield a summary report. (Note: The asterisk cannot be used in Fields #01, #02, #04 or #07.)

If the user leaves Field #01 blank and does not write any asterisks in any Fields of the Media 10, he will receive only Part 1 of the 756 report, which is simply a mirror image of the Media 10 as he originally submitted it.

Step 3. Identifying the OE Bureaus. The user should list the identification code for any Bureau that he wants the computer to screen. The identification codes for the Bureaus are as follows:

Bureau	Abbreviation	Code
Immediate Office of the Commissioner	IOC	A
Exec. Deputy Commissioner/Spec. Concerns	EDC	B
Deputy Commissioner for Management	DCM	C
Office of Priority Management	OPM	D
Office of Program Planning & Evaluation	OPPE	E
Regional Office Coordination	ROC	F
Contracts and Grants Division	CG	G
Bureau of Educ. for the Handicapped	BEH	H
Bureau of Higher Education	BHE	J
Office of Administration	ADM	K
Bureau of Libraries and Educ. Technology	BLET	L
Project Grant Information System Central	PGIS	M
Institute of International Studies	IIS	N
Bureau of Educational Personnel Devel.	BEPD	P
Deputy Commissioner of Development	DCD	R
Bureau of Adult, Vocational, and Technical Education	BAVTE	V
Deputy Commissioner for External Relations	ER	W
Deputy Commissioner for Higher Education	HE	Y

Each Bureau Code that the user lists in Field #02 should be preceded by the dimension code letter "P". The user may list more than one Bureau Code, as long as each code is preceded by "P" and there are no spaces between entries. If the user wishes to have the majority of the Bureaus searched, with only a few exceptions, he can indicate which Bureaus he does not want searched by placing the letters "PX" before each entry. If the user wants all of the Bureaus to be searched, he should leave the Field blank. Table 3 provides examples of the different types of Bureau searches that can be made.

TABLE 3. - EXAMPLES OF TYPES OF BUREAU SEARCHES.

Example #1. Searching one bureau, such as ADM.
#02 ___PK___.

Example #2. Searching several bureau, such as BLET, BAVTE, and BEH.
#02 ___PLPVPH___.

Example #3. Searching all bureaus except IOC and OPPE.
#02 ___PXAPXE___.

Example #4. Searching all bureaus.
#02 ____________.

Step 4. Assigning the Program Code. After the user has decided which Bureaus are to be searched by the computer, he should indicate any specific programs within those bureaus that he would like to have screened. The computer will search only those programs that are listed (unless the Field is left Blank, in which case it will search all programs in the Bureaus listed). The user must verify that any programs that he lists in Field #03 are contained within one of the Bureaus he listed in Field #02. In other words, the computer will not screen BAVTE programs if BAVTE is not listed in Field #02. If the user has left Field #02 blank, indicating that all Bureaus are to be searched, then he can list any program within any Bureau in Field #03. If he wants all programs in all Bureaus to be searched, he should leave #03 blank also. If the user specifies in Field #02 that only one or two Bureaus are to be searched, e.g. IIS and DCM and he then leaves Field #03 blank, the computer will automatically search all programs within IIS and DCM, but it will not search any other Bureau. (Note: All program codes must be preceded by the dimension code letter "L".) Table 4 indicates the relationship between Fields #02 and #03 on the Media 10.

TABLE 4. - RELATIONSHIP BETWEEN FIELDS #02 AND #03.

User's Directions on Media 10	Interpretation of Directions	Computer Action
1: Field 02 ______ Field 03 ______	(Search all Bureaus) (Search all Programs)	Computer will search every program in every Bureau for projects meeting all the criteria.
2: Field 02 PSPH Field 03 L501342679[1] L516823796	(Search BESE & BEH) (Search two specific programs in BESE & BEH)	Computer will search only the two specified programs in BESE and BEH.[2]
3: Field 02 PSPH Field 03 ______	(Search BESE & BEH) (Search all programs)	Computer will search all programs in BESE and BEH for projects meeting the criteria.

TABLE 4. - RELATIONSHIP BETWEEN FIELDS #02 AND #03 (CONT.)

4: Field 02 PSPH Field 03 LX521936112	(Search BESE & BEH) (Search every BESE and BEH program except program 521936122)	Computer will search every program in BESE and BEH except program 521936122.
5: Field 02 PSPH Field 03 L963212505	(Search BESE and BEH) (Search one specific program in BAVTE)	Computer will search BESE & BEH for program L963212505; however, since it is a BAVTE program, the computer will not find it in BESE & BEH and will retrieve no proposals.

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[1] Program Codes used in these examples are not authentic.

[2] In example 2, the computer could retrieve the same reports even though Field #02 had been left blank. If a specific program is unique to one Bureau and is listed in Field #02, then it is not necessary to list that Bureau in Field #02.

Step 5. Selecting the Phase. If the user wants the computer to screen proposals only, he should write "P" preceded by the dimension code letter "K" in Field #04. If he is interested in a screening of contracted projects only, he should write "C" preceded by the dimension code letter "K". If the user leaves Field #04 blank, the computer will screen both proposals and contracted projects.

Step 6. Searching Type Grantee/Contractor. If a user wants the computer to search proposals and/or contracts to collect data concerning the type of grantee or contractor involved in the proposed or contracted projects, he must make the request in Field #05. For example, if an individual's retrieval question was "How many public or private institutuions of higher education have been awarded funds to develop or evaluate courses in African studies," the individual would have to refer to the first dimension in the Taxonomy (Section IV) in order to find the appropriate codes for "private and public universities." After reviewing the categories available in the dimension "Type of Grantee/Contractor (Applicant)," the user would discover that the codes for the categories "Private Institutuion of Higher Education" and Public Institution of Higher Education" are 230 and 210 respectively. The user would then list these codes in Field #05, making sure that he inserted the dimension code letter "[illegible]" before each code. On the other hand, if a user's retrieval question was "How many studies are currently being conducted in the Field of environmental design," and he was not interested in the identity of contractors or grantees, he would leave Field #05 blank. In other words, if the user wants to obtain information about a certain topic but he is not concerned with the type of grantee involved, he should not enter any code(s) in Field #05.

Step 7. Identifying State/Congressional Districts. The next step in the retrieval process is to limit the search to particular states or congressional districts, if such a limitation is helpful to the user. Each state code that is listed in Field #06 should be preceded by the dimension code letter "S". If all states except for a few are to be searched, the user can list the exceptions by placing the letters "SX" before each code. By leaving the Field #06 blank, the user can achieve a search of proposals and/or contracted projects being conducted in all states and territories. If a user wants to search in terms of a particular congressional district, he should write the district number immediately after the State code, e.g. S0119 (01 is Alabama and 19 is the District) or S0802 (08 is Colorado and 02 is the District), etc. The complete list of states and outlying areas and their corresponding codes are presented in Table 5.

TABLE 5. - STATE AND TERRITORY CODES.

STATE FIPS CODES

NAME	CODE	NAME	CODE
ALABAMA	01	MISSOURI	29
ALASKA	02	MONTANA	30
ARIZONA	04	NEBRASKA	31
ARKANSAS	05	NEVADA	32
CALIFORNIA	06	NEW HAMPSHIRE	33
COLORADO	08	NEW JERSEY	34
CONNECTICUT	09	NEW MEXICO	35
DELAWARE	10	NEW YORK	36
DIST. OF COLUMBIA	11	NORTH CAROLINA	37
FLORIDA	12	NORTH DAKOTA	38
GEORGIA	13	OHIO	39
HAWAII	15	OKLAHOMA	40
IDAHO	16	OREGON	41
ILLINOIS	17	PENNSYLVANIA	42
INDIANA	18	RHODE ISLAND	44
IOWA	19	SOUTH CAROLINA	45
KANSAS	20	SOUTH DAKOTA	46
KENTUCKY	21	TENNESSEE	47
LOUISIANA	22	TEXAS	48
MAINE	23	UTAH	49
MARYLAND	24	VERMONT	50
MASSACHUSETTS	25	VIRGINIA	51
MICHIGAN	26	WASHINGTON	53
MINNESOTA	27	WEST VIRGINIA	54
MISSISIPPI	28	WYOMING	56

OUTLYING AREA FIPS CODES

Name	Code
American Samoa	60
Canal Zone	61
Canton and Enderbury Islands	62
Guam	66
Johnston Atoll (incl. Sand Island)	67
Midway Islands	71
Puerto Rico	72
Ryukyu Islands - Southern	73
Swan Islands	74
Trust Territories of the Pacific (Incl. Caroline, Mariana & Marshall groups)	75
U.S. Misc. Caribbean Islands (Incl. Navassa Island, Quito Sueno Bank, Roncador Cay, Serrana Bank, and Serranilla Bank)	76

Name	Code
U.S. Misc Pacific Islands (Incl. Kingman Reef, Howland Baker and Jarvis Islands, and Palmyra Atoll).	77
Virgin Islands	78
Wake Island	79

Step 8. Designating Fiscal Year. The fiscal year that is to be searched is designated by the letter "Y" followed by the last two digits of the selected year. For example, if the user wanted specific proposal and/or projects from fiscal year 1972 searched, he would write "Y72" in Field #07. Only one fiscal year can be written in Field #07. (Note: At the present time, only fiscal year 1972 can be selected; eventually, the system will have the capability of searching any ~~one of ten~~ fiscal years. ~~i.e., four future years, the present fiscal year, and the five previous years.~~)

Step 9: Selecting the Project Focus. "Project Focus" is the Taxonomy dimension that is concerned with describing the primary point of concentration or the center of activity of a project. For example, in the project described below, the "Project Focus" can be described by categories such as "352 Library Utilization Programs," "720 Information Dissemination," and "740 Information Services."

> "A library bulletin will be sent to 2000 sample families who are inactive or nonusers of the library. The bulletin will describe and offer specific library materials on specific topics to be mailed to them as requested. It is hoped that this procedure will establish a regular channel of service communication between the library and its potential customers."

If a user of the retrieval system wants to collect data about projects having a specified focus, such as all projects concerned with "memory" "motivation," etc, he should scan the Project Focus dimension in the Taxonomy until he locates the appropriate categories. In this example, the user would note that categories "127 Retention/Recall/Recognition and "161 Aspiration/Motivation/Goals" would be the most descriptive categories in Project Focus. He would then list those codes, each one preceded by the dimension code letter "F" in Field #08. The screening of all but a few categories in Project Focus can be accomplished by listing "FX" before any code that is not to be searched. By leaving Field #08 blank, the user will insure that all projects and/or proposals that meet his other specifications will be searched, regardless of their "focus." In other words, if he had indicated in the other Fields on the Media 10 that he wanted to search "all proposals submitted by institutions of higher education in the state of Pennsylvania during 1971," and if he left Field #08 blank, he would retrieve all proposals meeting those specifications, regardless of the focus of those proposals.

An F* in Field #08 will provide a summary report of number of participants and obligated funds by specific cases within the Project Focus dimension, assuming the user's other search criteria are met. The same procedure should be followed in requesting summary reports for steps 10 through 22.

Step 10. Describing Type of Activity. Field #09 is concerned with "the nature of the effort, process, function, or operation to be carried out during the project." In other words, it describes what the project staff is actually going to be doing, e.g. performing an experiment, developing a new teaching method, evaluating a curriculum, disseminating information, etc. If a user is interested only in those studies concerned with a particular type of activity, he would list in Field #09 those codes which apply to that type of activity. For instance, if he wanted only those proposals and contracts in which "systems research" is being performed, he would write "T160" -- the code for "systems research" preceded by the dimension code letter "T" in Field #09. Similarly, if a user wanted only those proposals that were concerned with "psychological evaluation," he would write "T353" in Field #09.

To retrieve proposals having any type of activity other than "dissemination," a user would write "TX" and all the codes pertaining to "dissemination." Specifically, he would write "TX600TX610 PX620TX630TX640TX650TX651TX652TX660TX670TX699" in Field #09. In that way, he would ensure that no projects having a primary activity of "dissemination" would be retrieved. If a user leaves Field #09 blank, he would receive all documents which meet all the specifications he listed in the other Fields of the Media 10, regardless of the type of activity associated with those projects.

Step 11. Describing the Subject Matter. The Subject Matter dimension in the taxonomy is composed of a list of academic or other subjects which might be included in a typical school curriculum. A proposal will be assigned a Subject Matter code during the input process if a particular subject matter, such as algebra, is being taught, analyzed, researched, etc., during the study. During the retrieval process, all proposals or projects having to do with a specified subject matter would be retrieved if the user lists the appropriate Subject Matter code in Field #10. For instance, if a user wants to retrieve all proposed or contracted projects having to do with the higher education Subject Matter "Educational Testing, Evaluation, and Measurement," he would list the appropriate code (544) preceded by the dimension code letter "M" in Field #10. Multiple subject matter codes can be listed, provided that each code is preceded by "M". If the user does not write a code in Field #10, the computer will retrieve all documents which meet the user's specified requirements, but it will not screen the documents in terms of Subject Matter.

Step 12. Identifying the Proposed Objectives. The Taxonomy dimension entitled "Proposed Objectives" consists of 12 specified objectives which have been formulated by OE officials. The term

"Objective" refers to the primary purpose or goal of a project. If an individual wishes to retrieve only those studies related to a specified objective such as "Targeting Resources to the Educational Needs of the Disadvantaged (Project TREND)," he would complete Field #11 by writing the dimension code letter "B" and the appropriate code, which would be "120". Proposals that have objectives that a user is not interested in can be eliminated during the search if the user writes "BX" and then the code pertaining to the objective he does not want included in his report. For example, if a user wants all proposals and projects having any OE objective other than "190 Model Cities," he can complete Field #11 by writing "BX190." If Field #11 is left blank, the computer will not screen proposals and/or contracted projects in terms of "Proposed Objectives."

Step 13. Selecting The Ultimate Target Group Demographic Characteristic. The Ultimate Target Group (UTG) is the group of individuals who will receive the final benefits of the project. Usually the UTG will be a group of students. If a user wants to retrieve documents which pertain to the geographical environmental characteristics of the UTG, he must write the appropriate code in Field #12. For example, if an individual wishes to obtain a report of all contracted projects which are being conducted with children from inner city areas, he would refer to the Taxonomy dimension "Demographic Characteristics of the UTG," and then locate appropriate codes for inner city (i.e. "112--inner city of a large city," "122--inner city of a medium large city," and "132--inner city of a middle-sized city," and "142--inner city of a small city or town."). He would then write these codes in Field #12, inserting the dimension code letter "D" before each code, i.e. Field #12 D112D122D132D142. To obtain a report about projects involving children from any demographic area other than "suburbs," he would write "DX" and each of the codes for "suburb," i.e. DX150DX151DX152DX153DX154. By leaving Field #12 blank, the user indicates to the computer that he is not interested in having a search in terms of "Demographic Characteristics of the UTG."

Step 14. Describing Family Income Characteristic of the Ultimate Target Gr[illegible] The "Income" Dimension of the Taxonomy is used to describe th[illegible]neral family income range of the ultimate recipients of the project's benefits. When taxonomy codes are being assigned to describe a project, if the project is designed to reach a specified income group, the appropriate codes from Dimension "I" are assigned. During the retrieval process, if an individual wishes to retrieve all proposals and projects which are designed for children from "poor" families or "middle income" families, he would list the appropriate codes in Field #13, inserting the dimension code letter "I" before each code. On the other hand, if he wanted proposals and projects involving groups with any specified income other than "500 upper income," he would write IX500 in Field #13. If Field #13 is left blank, the computer will not screen proposals and projects in terms of "UTG Income."

Step 15. Describing the Special Characteristics of the Ultimate Target Group. This dimension of the Taxonomy is used to describe any handicaps, disadvantages, or special circumstances that distinguish the poeple who are receiving the final benefit of the project from the "normal" population. Examples of special characteristics are "deafness," "diabetes," "unemployment," and similar distinguishing features. If a user wants to retrieve all proposals and projects that concern students who have a special characteristic, he would refer to Dimension "H" of the Taxonomy to determine the category that best describes the special characteristic. For instance, a Program Manager might be interested in learning "how many projects are being conducted to teach blind students." He would therefore read the "Special Characteristics" Dimension of the Taxonomy and discover that the code for "blind" is 452. He would then write that code, preceded by the dimension code letter "H" in Field #14 of the Media 10. As is true in most of the other fields, the user can list several codes in Field #14, provided that he writes the letter "H" before each code. Thus, a bureau official could determine how many projects have been funded to help blind, deaf, or speech handicapped students by completing Field #14 H452H412H440. If Field #14 is left blank, the retrieval search will not screen the "Special Characteristics" Dimension for any of the projects.

Step 16. Describing the Educational Level of the Ultimate Target Group. If a user of the retrieval system wanted information about the number of projects directed toward a specific UTG educational level, he would utilize Dimension E--"Educational Level of the UTG." For example, if an individual wanted to determine the number of projects concerned with preschool children, he would include all of the preschool codes in Field #15, i.e. E100E110E120E130E140E150E190. If he wanted the computer to screen all educational levels of the UTG except for "adult education levels," he would write "EX" plus each code that he did not want screened, i.e. EX500EX510EX520EX530EX540EX550 EX590. If Field #15 is left blank, the computer will not limit its search in terms of a specific educational level of the Ultimate Target Group.

Step 17. Identifying the Ethnic Characteristics of the Ultimate Target Group. This dimension consists of a list of ethnic classifications which can be used to describe the ethnic characteristics of the individuals who are receiving the ultimate benefits of the project. By writing specified codes from this dimension on the Media 10, the user can obtain a report of all proposals and/or projects that are directed toward a specific ethnic group. For instance, if a Program

Manager was interested in learning how many projects were being conducted with Puerto Ricans, he would refer to Dimension R in the Taxonomy, locate the code for Puerto Ricans (Code 412), and then write that code (preceded by the dimension code letter "R") in Field 16 of the Media 10. To obtain a report of how many studies are being conducted with Puerto Ricans, Negroes and/or American Indians, the individual who is making the request would complete Field #16 by writing R412R200R100. To eliminate one or two ethnic classifications from a retrieval search, the user must write "RX" followed by the code for each ethnic classification that is to be omitted. For example, if a Bureau official wanted a report of the number of studies being conducted involving any ethnic group other than Negro, he would complete Field #16 by writing RX200. To achieve a retrieval search that is not limited in terms of "Ethnic Characteristics," the user should leave Field #16 blank.

Step 18. Selecting Age Categories of the Ultimate Target Group. In order to limit the retrieval search in terms of "age of the Ultimate Target Group" the user must complete Field #17 with the appropriate codes. For example, if an OE official is interested in obtaining data on the number of projects which involve the teaching of a foreign language to children aged 6-12, he must indicate the 6-12 age requirement in Field #17. To find the appropriate code, the user would refer to the Dimension "A" in the Taxonomy and skim the categories until he found one or more relevant codes. In this case the user would discover that one code should meet his requirements, namely code 440. The user may list several codes in Field #17, as long as each code is preceded by the dimension code letter "A". Leaving Field #17 blank indicates to the computer that the user does not want the retrieval search limited by "Age Characteristics."

Step 19. Identifying the Special Characteristics of the Instrumental Target Group. The Instrumental Target Group (ITG) consists of those individuals who (1) are doing something to or for the Ultimate Target Group (UTG) or interfacing with the UTG in the ultimate target environment; or (2) are being operated upon to change the ultimate target behavior or environment. The ITG usually consists of teachers, principals, parents, school psychologists, etc. In certain circumstances, the ITG may have "special characteristics.' For example, the teachers of deaf students may also be deaf. Or, the staff members in a drug education program may be reformed drug addicts. If a user of the system were interested in obtaining data about certain special characteristics of the Instrumental Target Group, he would indicate his requirements in Field #18 of the Media 10. For example, if a Bureau official wanted to know "how many projects are using former school dropouts as the Instrumental Target Group in order to urge students to remain in school," he would use the code of former dropouts (Z430) in Field #18 to limit the search to that particular area. To limit the search to include all but one or two categories in the "Special Characteristics" Dimension, the user should write "ZX" plus each category code that is to be omitted. If Field #18 is left blank, the retrieval search will not be limited in terms of "ITG special characteristics."

Step 20. Selecting Educational Level of the Instrumental Target Group. In order to limit the retrieval search to specified educational levels of the Instrumental Target Group (ITG), the user can list appropriate codes in Field #19. For example, if he wants to know "Which proposals and/or projects include ITG members who have Masters Degrees or Doctoral Degrees," he can ask for that information by listing C321C322 in Field #19. If he wants all educational levels of the ITG searched except for "Pre-Secondary Levels," he would write CX100 in Field #19. The computer will not limit its retrieval search to any particular ITG educational level(s) when Field #19 is left blank.

Step 21. Identifying the Ethnic Characteristics of the Instrumental Target Group. During the input process, if a taxonomist determines that the Instrumental Target Group (ITG) has particular ethnic, racial, or religious characteristics, that information is entered into the system. For example, if the purpose of a project is to compare the attitudes of Negro students toward Black teachers vs. White teachers, the taxonomist would identify the ITG using applicable taxonomy codes in Dimension "J". Then, during the retrieval process, if the user wanted to retrieve all projects having a "Negro" ITG, the project mentioned above could be included in the search report. To search projects in terms of all but one or two ethnic groups, the user would list the code for each exception preceded by "JX." For example, to retrieve projects concerning "Any ITG ethnic group other than Caucasian," the user would write JX400 in Field #20. By leaving this Field blank, the user ensures that the search will not be limited in terms of "Ethnic Characteristics of the ITG."

Step 22. Identifying the Instrumental Target Group Type. The ITG Type refers to the occupational or other role of the individuals who are interfacing with the Ultimate Target Group in the UTG environment. In other words, this dimension identifies the members of the ITG as "teachers," "librarians," "teacher trainers," "paraprofessionals," etc. When the user of the system wants the retrieval search limited to certain ITG types, he would indicate his requirements in Field #21. For instance, if a Program Manager wanted to limit the search to those projects having an ITG consisting of "Psychologists Guidance Counselors, andPsychiatrists" (code 146), he would list that code preceded by the Dimension Code Letter "W"--W146. On the other hand, if he wanted the search to include all ITG types except for "Research Personnel," he would list all codes for any type of research personnel, placing "WX" before each entry.

Specifically, he would complete Field #21 as follows: WX200WX210 WX220WX230WX240WX250WX260WX270WX280WX290. If Field #21 is left blank, the retrieval search will not be limited in terms of "ITG type."

Section IV of this report presents the complete list of Taxonomy categories and their corresponding codes. Section V provides the user of the Taxonomy with a complete set of definitions for all Taxonomy terms.

SECTION IV

TAXONOMICAL CODES

C. TAXONOMY MASTER LISTS

1. TYPE OF GRANTEE / CONTRACTOR (APPLICANT) (G) -- MASTER LIST

100 Government or Quasi-Government (within the U. S.)

110 Local Government or Quasi-Government (including Municipality)
111 Local Education Agency
(NOTE: Includes city / county / intermediate board of education or school district)
119 Other Specific Local Organization / Agency

120 State Government or Quasi-Government
121 State Education Agency
122 State Board for Vocational Education
123 State ETV / Radio Agency
129 Other Specific State Organization / Agency

130 Regional Quasi-Government
131 Regional Education Agency
139 Other Specific Regional Organization / Agency

140 Federal Government Organization / Agency

--- EDUCATIONAL INSTITUTIONS (SCHOOLS)

200 Institution of Higher Education (Unspecific)
(NOTE: Excludes the Junior / Community College, Code 300)

(*) 201 USOE Designated R & D Center
(NOTE: Integral Unit of Institution of Higher Education)

210 Public Institution of Higher Education
(NOTE: Excludes the Land Grant Institution, Code 220)
211 Public Institution of Higher Education (Predominantly Black)
212 Public Institution of Higher Education (Predominance of Other Ethnic Minority)
213 Public Institution of Higher Education (Developing)
214 Public Institution of Higher Education (Developing - Predominantly Black)
215 Public Institution of Higher Education (Developing - Predominance of Other Ethnic Minority)

(*) -- For other such units (e.g., a University's College of Education), the overall institution will be used in coding.

TYPE OF GRANTEE / CONTRACTOR (APPLICANT) (G) -- MASTER LIST
(Continued)

Tax. Code C

220 Public, Land Grant Institution of Higher Education
- 221 Public, Land Grant Institution of Higher Education (Predominantly Black)

230 Private Institution of Higher Education
(NOTE: Excludes the Church-Related Institution of Higher Education, Code 240)
- 231 Private Institution of Higher Education (Predominantly Black)
- 232 Private Institution of Higher Education (Predominance of Other Ethnic Minority)
- 233 Private Institution of Higher Education (Developing)
- 234 Private Institution of Higher Education (Developing - Predominantly Black)
- 235 Private Institution of Higher Education (Developing - Predominance of Other Ethnic Minority)

240 Private, Church-Related Institution of Higher Education
- 241 Private, Church-Related Institution of Higher Education (Predominantly Black)
- 242 Private, Church-Related Institution of Higher Education (Predominance of Other Ethnic Minority)
- 243 Private, Church-Related Institution of Higher Education (Developing)
- 244 Private, Church-Related Institution of Higher Education (Developing - Predominantly Black)
- 245 Private, Church-Related Institution of Higher Education (Developing - Predominance of Other Ethnic Minority)

300 Junior / Community College (Unspecific)

310 Public Junior / Community College
- 311 Public Junior / Community College (Predominantly Black)
- 312 Public Junior / Community College (Predominance of Other Ethnic Minority)
- 313 Public Junior / Community College (Developing)
- 314 Public Junior / Community College (Developing - Predominantly Black)
- 315 Public Junior / Community College (Developing - Predominance of Other Ethnic Minority)

320 Private Junior / Community College
(NOTE: Excludes the Church-Related Junior / Community College, Code 330)
- 321 Private Junior / Community College (Predominantly Black)

TYPE OF GRANTEE / CONTRACTOR (APPLICANT) (G) -- MASTER LIST
(Continued)

322 Private Junior / Community College (Predominance of Other Ethnic Minority)
323 Private Junior / Community College (Developing)
324 Private Junior / Community College (Developing - Predominantly Black)
325 Private Junior / Community College (Developing - Predominance of Other Ethnic Minority)

330 Private, Church-Related Junior / Community College
331 Private, Church-Related Junior / Community College (Predominantly Black)
332 Private, Church-Related Junior / Community College (Predominance of Other Ethnic Minority)
333 Private, Church-Related Junior / Community College (Developing)
334 Private, Church-Related Junior / Community College (Developing - Predominantly Black)
335 Private, Church-Related Junior / Community College (Developing - Predominance of Other Ethnic Minority)

(**) 400 Vocational / Technical Institution (Unspecific)
(NOTE: Excludes the University / College Terminal-Occupational Unit)

410 Public, Post-Secondary V / T School
(NOTE: Includes the Public V / T School with a Combined Secondary / Post-Secondary Curriculum)
411 Public, Post-Secondary V / T School (Predominantly Black)
412 Public, Post-Secondary V / T School (Predominance of Other Ethnic Minority)

420 Public V / T High School
421 Public V / T High School (Predominantly Black)
422 Public V / T High School (Predominance of Other Ethnic Minority)

430 Private, Post-Secondary V / T School
(NOTE: Includes the Private V / T School with a Combined Secondary / Post-Secondary Curriculum)
431 Private, Post-Secondary V / T School (Predominantly Black)

(**) -- Institutions coded in the categories 400 and 500 are "independent" and usually not affiliated with state or local education agencies.

TYPE OF GRANTEE / CONTRACTOR (APPLICANT) (G) -- MASTER LIST
(Continued)

- 432 Private, Post-Secondary V / T School (Predominance of Other Ethnic Minority)

- 440 Private V / T High School
  - 441 Private V / T High School (Predominantly Black)
  - 442 Private V / T High School (Predominance of Other Ethnic Minority)

- 450 MDT Skill Center
  - 451 MDT Skill Center (Predominantly Black)
  - 452 MDT Skill Center (Predominance of Other Ethnic Minority)

(**) 500 Other Educational Institution (Unspecific)

- 510 School for the Handicapped (Unspecific)
  - 511 Public School for the Handicapped
  - 512 Public School for the Handicapped (Predominantly Black)
  - 513 Public School for the Handicapped (Predominance of Other Ethnic Minority)
  - 514 Private School for the Handicapped
  - 515 Private School for the Handicapped (Predominantly Black)
  - 516 Private School for the Handicapped (Predominance of Other Ethnic Minority)

- 590 Other Specific Educational Institution
  - 591 Other Specific Educational Institution (Predominantly Black)
  - 592 Other Specific Educational Institution (Predominance of Other Ethnic Minority)

600 Non-Profit Organization / Agency (Unspecific)
(NOTE: Excludes Government and School)

- 610 ETV / Radio Station

- 620 Regional Educational Lab

(**) -- For explanation, see bottom of previous page.

TYPE OF GRANTEE / CONTRACTOR (APPLICANT) (G) -- MASTER LIST
(Continued)

- 630 Professional Association (Unspecific)
  - 631 National Education Association / Society
  - 632 State / Territorial Education Association
  - 633 Local Education Association
  - 639 Other Specific Professional Association
- 640 Cultural Organization (Not Elsewhere Covered)
  - 641 Cultural Organization (Predominantly Black)
  - 642 Cultural Organization (Predominance of Other Ethnic Minority)
- 650 Foundation
- 660 Hospital / Clinic
- 670 Church-Related Institution (Other than School)
- 680 Research Organization
  (NOTE: Includes Research Institute Affiliated with an Institution of Higher Education)
- 690 Other Specific Non-Profit Organization / Agency

700 Profit-Making Organization (Unspecific)

- 710 Large Business
- 720 Small Business
  - 721 Small Business (Predominantly Black)
  - 722 Small Business (Predominance of Other Ethnic Minority)

800 Individual

900 International or Foreign Organization / Agency

2. PROJECT FOCUS (F) -- MASTER LIST

Tax.
Code
F

000 NOT APPLICABLE

001 NOT AVAILABLE

- 100 Learning / Development / Behavior
  - 110 Learning (Unspecific)
    - 111 Associative Learning
    - 112 Discrimination Learning
    - 113 Ideational Learning
    - 114 Incidental Learning
    - 115 Perceptual Learning
    - 116 Rote Learning
    - 117 Selective Learning
    - 118 Trial & Error Learning
    - 119 Other Specific Type of Learning
  - 120 Learning Processes & Activities (Unspecific)
    - 121 Concept Formation
    - 122 Creative / Productive Thinking
    - 123 Critical Thinking
    - 124 Discovery Processes
    - 125 Generalization
    - 126 Logical Thinking
    - 127 Retention / Recall / Recognition
    - 128 Study / Review
    - 129 Other Specific Learning Process or Activity
  - 130 Human Development (Unspecific)
    - 131 Character / Personality Development
    - 132 Intellectual Development
    - 133 Language Development
    - 134 Motor Development
    - 135 Physical Development
    - 136 Sensory Development
    - 137 Social Development
    - 138 Talent / Skill Development
    - 139 Other Specific Type of Human Development
  - 140 Behavior (Unspecific)
    - 141 Affective (Emotional) Behavior
    - 142 Animal Behavior
    - 143 Antisocial Behavior
    - 144 Group Behavior
    - 145 Participation
    - 146 Persistence
    - 147 Reactive Behavior
    - 148 Socially Deviant Behavior
    - 149 Other Specific Type of Behavior

PROJECT FOCUS (F) -- MASTER LIST (Continued)

150 General Influences on Learning / Development / Behavior (Unspecific)

151 Community Factors
152 Cultural Factors
153 Heredity
154 Institutional Factors
155 Nutrition / Health
156 Parents / Guardians
157 Peers
158 Siblings
159 Other Specific General Influence on Learning / Development / Behavior

160 Educational Influences on Learning / Development / Behavior (Unspecific)

161 Aspiration / Motivation / Goals
162 Competition
163 Knowledge of Results / Rewards
164 Practice
165 Punishment
166 Success or Failure
167 Teaching Materials / Methods
168 Teachers
169 Other Specific Educational Influence on Learning / Development / Behavior

170 Evaluation Aspects of Learning / Development / Behavior (Unspecific)

171 Achievement
172 Attitude
173 Intelligence
174 Maturity
175 Perception
176 Psychomotor Characteristics
177 Scholastic Aptitude
178 Vocational Aptitude
179 Other Specific Evaluation Aspect of Learning / Development / Behavior

190 Other Specific Area of Learning / Development / Behavior

200 Educational Administration / Organization

210 Educational Administration (Unspecific)

211 Community Relations & Participation
212 Educational Policy Development / General Educational Planning

PROJECT FOCUS (F) -- MASTER LIST (Continued)

213 Educational Program Administration
214 Employment & Inservice Education of Teachers
215 Facilities & Equipment
216 Finance / Budgeting / Accounting
217 School Personnel Utilization & Leadership Development
218 Student Activities
219 Other Specific Matter of Educational Administration

220 Educational Organization (Unspecific)

221 Federal / National Systems
222 State Systems
223 County / Intermediate Systems
224 City Systems
225 Suburban Systems
226 Township Systems
227 Rural Systems
229 Organization of Other Specific Educational System

230 School Organization (Unspecific)

231 Preschools
232 Elementary Schools
233 Middle Schools
234 Secondary Schools
235 Vocational / Technical Schools
236 Schools for the Handicapped
237 Junior / Community Colleges
238 Institutions of Higher Education (University-Level)
239 Organization of Other Specific School

300 Educational Programs

302 Adult Basic Programs
304 Advanced Programs
306 After School Programs
308 Autoinstructional Programs
310 Bilingual Programs
312 Biracial Programs
314 Childhood Basic Programs
316 Compensatory Programs
318 Comprehensive Programs
320 Continuing Programs
322 Cooperative / Work-Study Programs
324 Correctional (Behavior Modification) Programs
326 Correspondence / Extension Programs
328 Demonstration Programs
330 Discussion Programs
332 Early Childhood Programs
334 Evening Programs

PROJECT FOCUS (F) -- MASTER LIST (Continued)

336 Experimental Programs
338 Field Experience Programs
340 Group Participation Programs
342 Home Programs
344 Individualized Programs
346 Internship Programs
348 Lecture Programs
350 Liberal Arts Programs
352 Library Utilization Programs
354 Mass Media Programs
356 Nongraded Programs
358 On-the-Job Programs
360 Programmed Instruction Programs
362 Remedial Programs
364 Self-Directed / Independent Programs
366 Sequential Programs
368 Special Education Programs
370 Summer Programs
372 Supplementary Programs
374 Team Teaching Programs
376 Technological Programs
378 Terminal Programs
380 Tutorial Programs
382 Unified Studies Programs
384 Year Round Programs

399 Other Specific Educational Program

400 Pupil / Student Personnel Services (Unspecific)

410 Guidance and Counseling (Unspecific)

411 Career Counseling
412 Educational Counseling
413 Personal / Social Counseling
414 Placement Services
415 Followup and Evaluation Services
419 Other Specific Guidance / Counseling Service

420 School Health Services (Unspecific)

421 Health Appraisal
422 Nursing Services
423 Dental Services
424 Psychiatric Services
425 Immunization Programs
426 Food Programs
429 Other Specific Health Service

PROJECT FOCUS (F) -- MASTER LIST (Continued)

- 430 School Psychological Services (Unspecific)
  - 431 Psychological Testing
  - 432 Psychotherapy
  - 439 Other Specific Psychological Service

- --- Miscellaneous Pupil / Student Personnel Services
  - 440 Attendance Services
  - 445 Audiological Services
  - 450 Social Work Services
  - 455 Speech Pathology Services
  - 460 Student Housing

  - 499 Other Specific Pupil / Student Personnel Services

500 Educational Personnel (Unspecific)

- 510 Preparation (Unspecific)
  - 511 Teacher Exchange Programs
  - 519 Other Specific Preparatory Program for Educational Personnel

- 520 Employment (Unspecific)
  - 521 Certification
  - 522 Orientation
  - 523 Recruitment / Selection
  - 524 Salaries / Benefits
  - 525 Evaluation / Rating
  - 526 Placement / Transfer
  - 527 Promotion
  - 528 Retirement
  - 529 Other Specific Area in the Employment of Educational Personnel

- 530 Individual Characteristics Influencing Performance (Unspecific)
  - 531 Attitude
  - 532 Background
  - 533 Experience
  - 534 Status / Prestige
  - 535 Motivation
  - 536 Conduct
  - 537 Role Perception
  - 538 Self-Concept
  - 539 Other Specific Individual Characteristic Influencing Performance

PROJECT FOCUS (F) -- MASTER LIST (Continued)

540 General Influences on Performance (Unspecific)

- 541 Institutional Conditions
- 542 Peer Relationship
- 543 Professional Growth Opportunities
- 544 Relationship with Students
- 545 Supervisory Relationship
- 546 Work Load
- 549 Other Specific General Influence on Performance

599 Other Specific Matter Concerning Educational Personnel

600 Educational Facilities / Equipment / Other Material Resources

- 602 Architectural Elements
- 604 Assembly Facilities / Equipment
- 606 Classroom Buildings
- 608 Classroom Furnishings
- 610 Classroom Libraries
- 612 Clearinghouses
- 614 Computer Based Laboratories
- 616 Deaf - Blind Centers
- 618 Dining Facilities / Equipment
- 620 Educational Broadcasting Facilities / Equipment
- 622 Educational Complexes
- 624 Electronic Facilities / Equipment
- 626 Flexible Facilities / Equipment
- 628 Health Facilities / Equipment
- 630 Instructional Materials Centers
- 632 Laboratory Equipment
- 634 Land
- 636 Language & Area Centers
- 638 Language Laboratories
- 640 Library Equipment
- 642 Mechanical Teaching Aids
- 644 Mobile Facilities / Equipment
- 646 Physical Education Facilities / Equipment
- 648 Parking Facilities
- 650 Public Libraries
- 652 Recreational Facilities / Equipment
- 654 Regional Educational Labs
- 656 Rehabilitation Centers
- 658 Research & Development Centers
- 660 Residential Facilities / Equipment
- 662 School Libraries
- 664 Science Teaching Centers
- 666 Study Centers
- 668 Textbooks & Reference Books
- 670 Training Centers

- 699 Other Specific Educational Facility / Equipment / Other Material Resource

PROJECT FOCUS (T) -- MASTER LIST (Continued)

700 Educational Role (Unspecific)

  705 Relevance of Instruction
  710 Community Development
  715 Manpower Development
  720 Information Dissemination
  725 Equal Educational Opportunity
  730 Urban Development
  735 Rural Development
  740 Information Services
  745 Employability
  750 Individual Fulfillment / Dignity
  755 Social Development
  760 Technological Advancement

  799 Other Specific Aspect of Educational Role

800 Financial Assistance (Unspecific)

  810 Student Assistance (Unspecific)

   811 Grants & Work-Study Programs
   812 Subsidized Insured Loans
   813 Direct Loans
   819 Other Specific Student Assistance

  820 College Fellowships

  830 Institutional Assistance

  890 Other Specific Financial Assistance

900 Miscellaneous Areas of Project Focus

  905 Basic Studies in Education
  910 Educational History
  915 Theory of Learning
  920 Communication Theory & Practice
  925 Linguistics
  930 Library Science
  935 Information Sciences
  940 Educational Philosophy
  945 Educational Trends / Needs / Goals
  950 Theory of Behavior

  999 Other Specific Miscellaneous Area of Project Focus

3. TYPE OF ACTIVITY (T) -- MASTER LIST

Tax.
Code
T

- 000 NOT APPLICABLE
- 001 NOT AVAILABLE
  - 100 Basic / Applied Research (Unspecific)
    - 110 Questionnaires, Interviews, Surveys, Critical Incidents
    - 120 Case Histories, Longitudinal and Cross-Sectional Studies
    - 130 Literature Searches
    - 140 Experiments
    - 150 Methodological Studies
    - 160 Systems Research
    - 199 Other Specific Research Activity
  - 200 Development (Unspecific)
    - 210 Planning Studies
    - 220 Design Studies
    - 230 Establishment of Resources
    - 240 Production (Development)
    - 299 Other Specific Developmental Activity
  - 300 Evaluation (Unspecific)
    - 310 Research / Development on Evaluation
    - 320 Program Evaluation (Unspecific)
      (NOTE: Includes "Program Monitoring")
      - 321 Program Content Evaluation
      - 322 Program Impact / Effectiveness Evaluation
      - 323 Program Strategy / Process Evaluation
      - 329 Other Specific Category of Program Evaluation
    - 330 Institutional Evaluation
    - 340 Evaluation of Instruction-Related Areas (Unspecific)
      - 341 Personnel Evaluation
      - 342 Media / Materials Evaluation
      - 343 Methods / Techniques Evaluation
      - 349 Other Evaluation of Specific Instruction-Related Area
    - 350 Miscellaneous Areas of Evaluation (Unspecific)
      - 351 Sensory Evaluation (Hearing, Speech, Vision, Etc.)
      - 352 Medical / Dental Evaluation
      - 353 Psychological Evaluation
      - 359 Other Specific Evaluation Activity

TYPE OF ACTIVITY (T) -- MASTER LIST (Continued)

400 Training (Unspecific)

    410 Fellowships, Traineeships, and Assistanceships
    420 Institutes
    430 Work Experience Programs
    440 Seminars
    450 Team Training Programs

    499 Other Specific Training Activity

500 Support (Unspecific)

    510 Institutional Support
    520 Program Support
    530 Student Support
    540 Materials Support

    599 Other Specific Supportive Activity

600 Dissemination (Unspecific)

    610 Research / Development on Dissemination

    620 Spread of Programs and Validated Practices

    630 Development of National Communication Links

    640 Provision of Access to Current Literature

    650 Dissemination of Interpreted Information
            (NOTE: Excludes the Specific Activity of Information Analysis or Bibliography Development Coded Below)
        651 Information Analysis
        652 Bibliography Development

    660 Demonstrations

    670 General Program Dissemination

    699 Other Specific Dissemination Activity

700 Provision, Construction, and Remodeling of Facilities / Equipment (Unspecific)

    710 Educational Facilities / Equipment Activity
    720 Research and Development Facilities / Equipment Activity
    730 Broadcast Facilities / Equipment Activity

    799 Provision, Construction, and Remodeling of Other Specific Facilities / Equipment

TYPE OF ACTIVITY (T) -- MASTER LIST (Continued)

900 All Other Activity

4. SUBJECT MATTER OF PROJECT (M) -- MASTER LIST

000 NOT APPLICABLE

001 NOT AVAILABLE

(ELEMENTARY, SECONDARY, AND ADULT EDUCATION)

- 100 Agriculture (Unspecific)
  - 101 Agricultural Production -- Animal Science
  - 102 Agricultural Production -- Plant Science & Soil Science
  - 103 Agricultural Supplies & Services
  - 104 Agricultural Mechanics (NOTE: Includes Engineering-Related Agricultural Technology)
  - 105 Agricultural Products -- Food
  - 106 Agricultural Products -- Nonfood
  - 107 Ornamental Horticulture
  - 108 Agricultural / Natural Resources & Forestry
  - 109 Other Specific Agriculture Subject
- 110 Art (Unspecific) (NOTE: Includes Commercial Art)
  - 111 Art History
  - 112 Design & Decorating
  - 113 Crafts
  - 114 Drawing & Painting
  - 115 Photography & Related Media
  - 116 Printmaking
  - 117 Sculpture
  - 119 Other Specific Art Subject
- 120 Cocurricular Activities
- 130 Distributive Education / Business (Unspecific)
  - 131 Advertising & Sales Promotion
  - 132 Buying & Selling
  - 133 Credit & Collections
  - 134 Finance, Insurance, & Investment
  - 135 General Business / Store Operations
  - 136 Marketing
  - 137 Real Estate
  - 139 Other Specific Distributive Education / Business Subject
- 140 Distributive / Trade Education (by Trade)
  - 141 Automotive & Petroleum
  - 142 Finance & Credit
  - 143 Food Distribution & Services

SUBJECT MATTER OF PROJECT (M) -- MASTER LIST (Continued)

144 General Merchandise, Apparel, & Home Furnishings
145 Hardware, Building Materials, Farm / Garden Supplies & Equipment
146 Hotel & Lodging / Recreation & Tourism
147 Personal Services
148 Transportation
149 Other Distributive / Trade Education for Specific Trades

150 English Language Arts (Unspecific)

151 Reading
152 Handwriting
153 Spelling & Vocabulary Building
154 Linguistics
155 Literature
156 Composition
157 Speech & Listening
158 Dramatic Arts
159 Other Specific English Language Arts Subject

160 Engineering-Related Technical Education (Unspecific)

161 Aeronautical / Astronautical Technology
162 Chemical Technology
163 Civil Technology
164 Electrical / Electronic Technology
165 Industrial Technology
166 Mechanical Technology
167 Metallurgical Technology

170 Engineering-Related Technical Education (Major Aspects) (Unspecific)
(NOTE: Excludes Engineering-Related Agricultural Technology)

171 Architectural Technology (Building Construction)
172 Automotive Technology
173 Electromechanical Technology
174 Environmental-Control Technology
175 Instrumentation Technology
176 Nuclear Technology
177 Petroleum Technology
178 Scientific Data Processing Technology
179 Other Major Aspect(Specific) of Engineering Related Technical Education

180 Foreign Languages (Classical)

SUBJECT MATTER OF PROJECT (M) -- MASTER LIST (Continued)

190 Foreign Languages (Modern) (Unspecific)

- 191 English as a Foreign Language
- 192 French
- 193 German
- 194 Japanese - Korean
- 195 Russian
- 196 Semitic Languages
- 197 Sino-Tibetan Languages
- 198 Spanish
- 199 Other Specific Modern Foreign Language Subject Matter

200 General Education (Unspecific)

- 201 Elementary Level
- 202 Middle School Level
- 203 Secondary Level
- 204 Adult Level

210 Health Occupations Education (Unspecific)

- 211 Dental
- 212 Medical Laboratory Technology
- 213 Nursing
- 214 Rehabilitation
- 215 Radiologic
- 216 Ophthalmic
- 217 Environmental Health
- 218 Mental Health Technology
- 219 Other Specific Subject in Health Occupations Education

220 Health (Unspecific)

- 221 Consumer Health
- 222 Disease Prevention & Control: Communicable & Chronic
- 223 Environmental Health
- 224 Family Life Education (including Sex Education)
- 225 First Aid
- 226 Growth & Development
- 227 Harmful Substances
- 228 Health Maintenance & Care
- 229 Other Specific Health Subject

230 Home Economics (& Related Trades) Education (Unspecific)

- 231 Child Development
- 232 Clothing & Textiles
  - (NOTE: Includes Fabric Maintenance)
- 233 Family Health
- 234 Family Relations

SUBJECT MATTER OF PROJECT (M) -- MASTER LIST (Continued)

    235 Foods & Nutrition
    236 Home Management
    237 Housing & Home Furnishings
    239 Other Specific Subject Matter in Home Economics & Related Trades Education

240 Industrial Arts / Technology (Unspecific)

    241 Construction
    242 Drafting
    243 Electricity / Electronics
    244 Graphic Arts
    245 Home Mechanics
    246 Industrial Materials & Processes
    247 Manufacturing -- Metalworking, Plastic Working, Woodworking
    248 Power / Automotive / Aviation Mechanics
    249 Other Specific Industrial Arts / Technology Subject

250 Junior ROTC

260 Mathematics (Unspecific)

    261 Elementary School Mathematics (K-6)
    262 Algebra
    263 Applied Mathematics
    264 Calculus
    265 General Mathematics
    266 Geometry
    267 Probability & Statistics
    268 Trigonometry
    269 Other Specific Mathematics Subject

270 Music (Unspecific)

    271 Music History & Theory
    272 Vocal Music
    273 Instrumental Music
    279 Other Specific Music Subject

--- Natural Sciences

280 General Science (including Elementary School Science)

290 Biological Sciences (including General Biology)

    291 Anatomy
    292 Biochemistry
    293 Biophysics
    294 Botany

SUBJECT MATTER OF PROJECT (M) -- MASTER LIST (Continued)

- 295 Ecology
  (NOTE: Includes Conservation / Environmental Education)
- 296 Microbiology
- 297 Physiology
- 298 Zoology
- 299 Other Specific Biological Science Subject

300 Physical Sciences (including General Physical Science)
(NOTE: Excludes Earth / Space Sciences)

- 301 Chemistry
- 302 Physics
- 309 Other Specific Physical Science Subject

310 Earth / Space Sciences (including General Earth / Space Science)

- 311 Astronomy
- 312 Geology
- 313 Meteorology
- 314 Oceanography
- 315 Space Exploration
- 319 Other Specific Earth / Space Science Subject

320 Office Occupations Education / Business (Unspecific)

- 321 Accounting, Bookkeeping, & Computing
- 322 Business Data Processing Systems
- 323 Filing, Office Machines, & General Office Clerical Functions
- 324 Information Communication
- 325 Materials Support: Transporting, Storing, & Recording
- 326 Personnel, Training, & Related Functions
- 327 Stenographic, Secretarial, & Related Functions
  (NOTE: Includes Typing)
- 328 Supervisory & Administrative Management
- 329 Other Specific Subject in Office Occupations Education / Business

330 Philosophy

340 Physical Education & Recreation

350 Psychology (including General Psychology)

- 351 Clinical Psychology
- 352 Developmental Psychology
- 353 Educational Psychology
- 354 Experimental Psychology (Animal & Human)
- 355 Physiological Psychology

SUBJECT MATTER OF PROJECT (M) -- MASTER LIST (Continued)

- 356 Psychology of Adjustment
- 357 Social Psychology
- 359 Other Specific Subject Matter in Psychology

360 Public Service Education (Unspecific)

- 361 Fire & Fire Safety
- 362 Police Science
- 369 Other Specific Subject in Public Service Education

370 Safety & Driver Education
(NOTE: Includes Safety in Daily Living)

380 Social Sciences / Social Studies (Unspecific)
(NOTE: Includes General Social Studies at Elementary & Secondary Levels)

- 381 Anthropology
- 382 Area Studies (Multidisciplinary)
- 383 Consumer Education
- 384 Economics
- 385 Geography
- 386 History
- 387 Political Science, Government, Citizenship, & International Relations
- 388 Sociology
- 389 Other Specific Social Science Subject

390 Special Curriculum (Communication Skills Development) for Handicapped Students (Unspecific)

- 391 Language Skills
- 392 Speech Skills
- 393 Special Communication Methods
- 399 Other Specific Communication Skills Training for the Handicapped

400 Special Curriculum (Perceptual Skills Development) for Handicapped Students (Unspecific)

- 401 Auditory Skills
- 402 Tactile & Kinesthetic Skills
- 403 Visual Skills
- 404 Olfactory Training
- 405 Personal Spatial Relationships Development
- 409 Other Specific Perceptual Training for the Handicapped

SUBJECT MATTER OF PROJECT (M) -- MASTER LIST (Continued)

410 Special Curriculum for Handicapped Students (Development of Skills not Classified as "Communicative" or "Perceptual") (Unspecific)

    411 Interpersonal & Behavioral Coping Skills
    412 Motoric Skills
    413 Vocational & Avocational Skills
    419 Other Specific Training for the Handicapped, but not Classified as "Communicative" or "Perceptual"

420 Other Specific Subject Matter in Elementary, Secondary, & Adult Education

(POST-SECONDARY TRADITIONAL EDUCATION)

430 Agriculture & Natural Resources (Unspecific)

    431 Agriculture (General)
    432 Agricultural & Farm Management
        (NOTE: Includes Agricultural Business & Agricultural Economics)
    433 Animal Science
    434 Food Science & Technology
    435 Forestry & Natural Resources Technology
    436 Ornamental Horticulture
    437 Plant Science
    438 Soils Science
    439 Other Specific Subject Matter in Agriculture & Natural Resources

440 Architecture & Environmental Design (Unspecific)

    441 Architecture (General)
    442 Environmental Design (General)
    443 City, Community, & Regional Planning
    444 Interior Design
    445 Landscape Architecture
    446 Urban Architecture
    449 Other Specific Subject Matter in Architecture & Environmental Design

450 Area Studies (Unspecific)

    451 American Studies
        (NOTE: Excludes Latin American Studies)
    452 African Studies
    453 Asian Studies
    454 Eastern European Studies / Russian & Slavic Studies
    455 Latin American Studies
    456 Middle Eastern Studies
    457 Pacific Area Studies
    458 Western European Studies
    459 Other Specific Area Studies

SUBJECT MATTER OF PROJECT (M) -- MASTER LIST (Continued)

460 Biological Sciences / Biology (Unspecific)

461 Anatomy
462 Biochemistry
463 Biophysics
464 Botany
465 Ecology
466 Microbiology
467 Physiology
468 Zoology
469 Other Specific Biological Science Subject

470 Business & Management
(NOTE: Includes General Business & Commerce)

471 Accounting
472 Banking & Finance / Investments & Securities
473 Business Management & Administration
(NOTE: Includes Business Economics, Business Statistics, & Insurance)
474 Marketing & Purchasing
475 Operations Research
476 Personnel Management / Labor & Industrial Relations
477 Real Estate
478 Secretarial Studies
479 Other Specific Subject Matter in Business & Management

480 Communications
(NOTE: Includes General Communications)

481 Journalism (Printed Media)
482 Radio / Television
483 Advertising
484 Communication Media
(NOTE: Defined as "the use of videotape, films, etc., oriented specifically toward radio / television")
489 Other Specific Communications Subject

490 Computer & Information Sciences (Unspecific)

491 Information Sciences & Systems
492 Data Processing
493 Computer Programming
494 Systems Analysis
499 Other Specific Subject Matter in the Computer & Information Sciences

500 Cultural Studies (Unspecific)

501 Afro-American (Black Culture) Studies

SUBJECT MATTER OF PROJECT (M) -- MASTER LIST (Continued)

502 American Indian Studies
503 Islamic Studies
504 Mexican-American Studies
505 Urban Studies
509 Other Specific Cultural Studies

510 Education (General) (Unspecific)

511 Elementary Education
512 Secondary Education
513 Junior High School Education
514 Higher Education
515 Junior & Community College Education
516 Adult & Continuing Education
517 Pre-Elementary Education (Kindergarten)
519 Other Specific Subject in General Education

520 Education (Special - Traditional) (Unspecific)

521 Education of the Mentally Retarded
522 Education of the Gifted
523 Education of the Aurally Handicapped
524 Education of the Visually Handicapped
525 Education of the Speech Handicapped
526 Education of the Emotionally Disturbed
527 Special Learning Disabilities
528 Education of the Physically Handicapped
(NOTE: Excludes Education of the Aurally & Visually Handicapped)
529 Education of the Multiply Handicapped

530 Education (Special - Other than Traditional) (Unspecific)

531 Education of the Culturally Disadvantaged
532 Remedial Education
539 Other Specific Subject in Special Education

540 Education (Major Aspects) (Unspecific)

541 Social Foundations (History & Philosophy of Education)
542 Educational Psychology & Learning Theory
543 Educational Statistics & Research
544 Educational Testing, Evaluation, & Measurement
545 Student Personnel (Counseling & Guidance)
546 Educational Administration
547 Educational Supervision
548 Curriculum & Instruction
549 Other Major Aspect (Specific) in the Education of Educational Personnel

SUBJECT MATTER OF PROJECT (M) -- MASTER LIST (Continued)

- 550 Education (Subject-Oriented) (Unspecific)
  - 551 Art / Music Education (Methodology & Theory)
  - 552 Business, Commerce, & Distributive Education
  - 553 Driver & Safety Education
  - 554 Health & Physical Education
  - 555 Industrial Arts, Vocational, & Technical Education
  - 556 Mathematics / Science Education (Methodology & Theory)
  - 557 Reading Education (Methodology & Theory)
  - 559 Other Specific Subject-Oriented Program in Education
- 560 Engineering (Unspecific)
  - 561 Aerospace, Aeronautical, & Astronautical Engineering
  - 562 Chemical Engineering
  - 563 Civil Engineering
  - 564 Electrical / Electronic / Communications Engineering
  - 565 Engineering Physics / Engineering Mechanics
  - 566 Industrial & Management Engineering
  - 567 Mechanical Engineering
  - 568 Metallurgical & Materials Engineering
- 570 Engineering (Major Aspects) (Unspecific)
  - 571 Agricultural Engineering
  - 572 Architectural Engineering
  - 573 Bioengineering & Biomedical Engineering
  - 574 Environmental & Sanitary Engineering
  - 575 Geological / Geophysical / Mining & Mineral Engineering
  - 576 Nuclear Engineering
  - 577 Ocean Engineering
  - 578 Petroleum Engineering
  - 579 Other Major Aspect (Specific) of Engineering
- 580 Fine & Applied Arts (Unspecific)
  - 581 Fine Arts (General)
  - 582 Art (Painting, Drawing, & Sculpture)
  - 583 Art History & Appreciation
  - 584 Music (Performing, Composition, & Theory)
  - 585 Music History & Appreciation
  - 586 Dramatic Arts / Dance
  - 587 Applied Design
  - 588 Photography / Cinematography
  - 589 Other Specific Subject Matter in the Fine & Applied Arts
- 590 Foreign Languages (Classical)
- 600 Foreign Languages (Modern) (Unspecific)
  - 601 French

SUBJECT MATTER OF PROJECT (M) -- MASTER LIST (Continued)

602 German
603 Italian
604 Japanese - Korean
605 Russian
606 Semitic Languages
607 Sino-Tibetan Languages
608 Spanish
609 Other Specific Modern Foreign Language Subject Matter

610 Health Professions (Unspecific)

611 Dentistry
(NOTE: Includes Dental Specialties & Dental Technologies)
612 Medicine (Maintenance & Restoration of Physical Health)
(NOTE: Includes Medical Specialties & Medical Laboratory Technologies)
613 Pharmacy
614 Physical Therapy
615 Psychiatry
616 Nursing
617 Veterinary Medicine

620 Health Professions (Special) (Unspecific)

621 Clinical Social Work
622 Hospital & Health Care Administration
623 Opthalmology / Optometry
624 Public Health
625 Radiologic Technologies
626 Speech Pathology & Audiology
627 Occupational Therapy
629 Other Specific Subject for the Education of Health Professionals

630 Home Economics (Unspecific)

631 Child Development
632 Clothing & Textiles
633 Consumer Economics & Home Management
634 Family Health
635 Family Relations
636 Foods & Nutrition
(NOTE: Includes "Dietetics")
637 Home Decoration & Home Equipment
639 Other Specific Home Economics Subject

640 Law

SUBJECT MATTER OF PROJECT (M) -- MASTER LIST (Continued)

- 650 Letters (Unspecific)
  - 651 English
  - 652 English Literature
  - 653 Comparative Literature / Classics
  - 654 Linguistics
    (NOTE: Includes Phonetics, Semantics, & Philology)
  - 655 Speech, Debate, & Forensic Science
    (NOTE: Includes Rhetoric & Public Address)
  - 656 Creative Writing
  - 657 Teaching of English as a Foreign Language
  - 658 Philosophy
  - 659 Other Specific Subject in the Field of Letters
- 660 Library Science
- 670 Mathematics (Unspecific)
  - 671 General Mathematics
  - 672 Statistics (Mathematical & Theoretical)
  - 673 Applied Mathematics
  - 679 Other Specific Subject Matter in Mathematics
- 680 Military Sciences (Unspecific)
  - 681 Military Science (Army)
  - 682 Naval Science (Navy, Marines)
  - 683 Aerospace Science (Air Force)
  - 689 Other Specific Military Science Subject
- 690 Physical Sciences
  (NOTE: Includes General Physical Science; Excludes the Earth - Space Sciences)
  - 691 Chemistry
  - 692 Physics
  - 699 Other Specific Physical Science Subject
- 700 Earth - Space Sciences
  (NOTE: Includes General Earth - Space Science)
  - 701 Astronomy / Astrophysics
  - 702 Atmospheric Sciences & Meteorology
  - 703 Geology / Geochemistry / Geophysics & Seismology
  - 704 Metallurgy
  - 705 Oceanography
  - 706 Paleontology
  - 707 General Earth Science
  - 709 Other Specific Earth - Space Science Subject

SUBJECT MATTER OF PROJECT (M) -- MASTER LIST (Continued)

710 Psychology (Unspecific)

711 Clinical Psychology
712 Developmental Psychology
713 Experimental Psychology (Animal & Human)
714 Industrial Psychology
715 Physiological Psychology
716 Psychology for Counseling
717 Psychometrics / Statistics in Psychology
718 Social Psychology
719 Other Specific Subject Matter in Psychology

720 Public Affairs & Services (Unspecific)

721 Community Services (General)
722 International Public Service
(NOTE: Excludes Diplomatic Service)
723 Parks & Recreation Management
724 Police Science (Law Enforcement & Corrections)
725 Public Administration
726 Social Work & Helping Services
(NOTE: Excludes Clinical Social Work)
729 Other Specific Subject in Public Affairs & Services

730 Social Sciences (Unspecific)

731 Anthropology / Archaeology
732 Criminology
733 Demography
734 Economics
735 Geography
736 History
737 Political Science, Government, & International Relations
738 Sociology
739 Other Specific Social Science Subject

740 Theology (Unspecific)
(NOTE: Includes Subjects Related to Preparation & Training for Religious Vocations)

741 Biblical Languages
742 Religious Education
749 Other Specific Theological Subject Matter

750 Interdisciplinary Studies (Unspecific)

751 General Liberal Arts & Sciences
752 Biological & Physical Sciences
753 Humanities & Social Sciences
754 Engineering & Other Disciplines
759 Other Specific Interdisciplinary Studies

SUBJECT MATTER OF PROJECT (M) -- MASTER LIST (Continued)

760 Other Specific Subject Matter in Post-Secondary Traditional Education

(POST-SECONDARY TECHNOLOGICAL & OCCUPATIONAL EDUCATION, LEADING TO ASSOCIATE DEGREES & OTHER AWARDS BELOW THE BACCALAUREATE)

770 Business & Commerce Technologies (General Business) (Unspecific)

- 771 Accounting
- 772 Business & Industrial Management
- 773 Finance
  (NOTE: Includes Banking)
- 774 Marketing, Distribution, & Purchasing
- 775 Secretarial Technology
  (NOTE: Includes Office Machines Training)
- 779 Other Specific Subject for General Business & Commerce Technology

780 Business & Commerce Technologies (Trades Education) (Unspecific)

- 781 Communications & Broadcasting
- 782 Hotel & Restaurant Management
- 783 Personal Service
- 784 Photography
- 785 Printing & Lithography
- 786 Transportation & Public Utilities
- 787 Applied Arts, Graphic Arts, & Fine Arts
  (NOTE: Includes Advertising Design)
- 789 Other Specific Subject for Business & Commerce Trades Education

790 Data Processing Technologies (Unspecific)

- 791 Computer / Peripheral Equipment Operation
- 792 Computer Programming
- 793 Data Processing Equipment Maintenance
- 794 Key Punch Operation & Other Input Preparation
- 799 Other Specific Data Processing Technology

800 Health Services & Paramedical Technologies (Unspecific)
(NOTE: Includes General Health Services Assistant Technologies)

- 801 Dental Technology
- 802 Medical Assistant Technology
- 803 Medical or Biological Laboratory Assistant Technology
- 804 Physical Therapy Technology
- 805 Psychiatric Technology
  (NOTE: Includes Technology for Mental Health Aides)

SUBJECT MATTER OF PROJECT (M) -- MASTER LIST (Continued)

806 Nursing
807 Animal Laboratory Assistant Technology

810 Health Services & Paramedical Technologies (Special) (Unspecific)

811 Occupational Therapy Technology
812 Optical Technology
813 Radiologic Technology
814 Technology for the Management of Health Services Institutions
819 Other Specific Subject Matter in Health Services & Paramedical Technologies

820 Mechanical & Engineering Technologies (Unspecific)

821 Aeronautical & Aviation Technology
822 Chemical Technology
823 Civil Technology
824 Electronics & Machine Technology
825 Industrial Technology
826 Mechanical Technology
827 Metallurgical & Materials Technology

830 Mechanical & Engineering Technologies (Major Aspects) (Unspecific)

831 Architectural Drafting Technology
832 Automotive Technology
833 Construction & Building Technology
834 Engineering Graphics
835 Electromechanical Technology
836 Instrumentation Technology
837 Nuclear Technology
839 Other Major Aspect (Specific) of Mechanical & Engineering Technologies

840 Natural Science Technologies (Unspecific)

841 Agriculture Technology
(NOTE: Includes Horticulture)
842 Environmental Health Technology
(NOTE: Includes Sanitation & Public Health Inspection)
843 Food Services Technology
844 Forestry & Wildlife Technology
845 Home Economics Technology
846 Laboratory Technology (General)
847 Marine & Oceanographic Technology
849 Other Specific Subject for the Natural Science Technologies

SUBJECT MATTER OF PROJECT (M) -- MASTER LIST (Continued)

850 Public Service Related Technologies (Unspecific)

- 851 Educational Technology for Teacher Aides
- 852 Educational Technology for 2-Year Teacher Training Programs
- 853 Fire Control Technology
- 854 Library Assistant Technology
- 855 Police / Law Enforcement / Corrections Technology
- 856 Public Administration & Management Technology
- 857 Religion-Related Occupational Technology
- 858 Social Work Related Technology
  (NOTE: Includes Recreation Technology)
- 859 Other Specific Subject Matter for Public Service Related Technologies

860 Other Specific Subject Matter in Post-Secondary Technological & Occupational Education

5. PROPOSED OBJECTIVES (B) -- MASTER LIST

000 NOT APPLICABLE

001 NOT AVAILABLE

- 100 Specified Objectives
    - 110 Plan / Promote / Develop / Implement the RIGHT TO READ Effort
    - 120 Targeting Resources to the Educational Needs of the Disadvantaged (Project TREND)
    - 130 Equal Educational Opportunity / Desegregation
    - 140 National Institute for Education
    - 150 Experimental Schools
    - 160 Post-Secondary Educational Opportunities for the Disadvantaged
    - 170 Decentralization of OE Regional Offices
    - 180 Federal Assistance Streamlining Task Force (FAST) Recommendations
    - 190 Model Cities

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6. DEMOGRAPHIC CHARACTERISTIC OF UTG (D) -- MASTER LIST

000 NOT APPLICABLE

001 NOT AVAILABLE

- 100 Urban Area (Unspecific)

    - 110 Large City (Over 500,000 Population)
        - 111 Model City
        - 112 Inner City
        - 119 Other Specific Area in Large City

    - 120 Medium Large City (200,000 - 500,000 Population)
        - 121 Model City
        - 122 Inner City
        - 129 Other Specific Area in Medium Large City

    - 130 Middle-Sized City (50,000 - 200,000 Population)
        - 131 Model City
        - 132 Inner City
        - 139 Other Specific Area in Middle-Sized City

    - 140 Small City or Town (2,500 - 50,000 Population)
        - 141 Model City
        - 142 Inner City
        - 149 Other Specific Area in Small City or Town

    - 150 Suburb (Unspecific)
        - 151 Suburb of a Large City
        - 152 Suburb of a Medium Large City
        - 153 Suburb of a Middle-Sized City

    - 190 Other Specific Urban Area

- 200 Rural Area (Unspecific)

        - 205 Rural Area Near a Large City
        - 210 Rural Area Near a Medium Large City
        - 215 Rural Area Near a Middle-Sized City
        - 220 Rural Area Near a Small City or Town
        - 225 Rural Area Not Near Any City or Town
        - 230 Farm
        - 235 Rural Appalachia
        - 240 Other Depressed Rural Area

        - 290 Other Specific Rural Area

- 300 Reservation

DEMOGRAPHIC CHARACTERISTIC OF UTG (D) -- MASTER LIST (Continued)

- 400 International Area (Unspecific)
    - 410 United States Dependent School Abroad
    - 490 Other Specific International Area
- 500 Mixed Demographic Character (Unspecific)
    - 510 Specific Area with Urban-Rural Character
    - 520 Cross-Section of United States or a particular State (including Rural and Urban Areas)
    - 590 Other Specific Mixed Demographic Character
- 900 Other Specific Demographic Area

7. FAMILY INCOME CHARACTERISTIC OF UTG (I) -- MASTER LIST

000 NOT APPLICABLE

001 NOT AVAILABLE

- 100 Poor (Below $2,999)
- 200 Near Poor ($3,000 - $5,999)
- 300 Middle ($6,000 - $11,999)
- 400 Above Middle ($12,000 - $14,999)
- 500 Upper ($15,000 and Above)
- 600 Mixed Income

8. SPECIAL CHARACTERISTICS OF UTG (H) -- MASTER LIST

000 NOT APPLICABLE

001 NOT AVAILABLE

100 Academically Gifted

200 Intellectually Handicapped (Unspecific)

210 Mentally Retarded (Unspecific)

211 Educable Retarded
212 Trainable Retarded
213 Custodial Retarded

220 Slow Learners

230 Slow Readers

240 Underachievers

250 Learning Disabled

260 Functional Illiterates

290 Those with Other Specific Intellectual Handicaps

300 Emotionally Disturbed (Unspecific)

310 Neurotics

320 Psychotics

330 Autistics

340 Schizophrenics

390 Those with Other Specific Emotional Disturbances

400 Physically Handicapped (Unspecific)

410 Aurally Handicapped (Unspecific)

411 Hard of Hearing
412 Deaf
419 Those with Other Specific Aural Handicaps

420 Orthopedically Handicapped

430 Neurologically Handicapped (Unspecific)

431 Aphasiacs

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SPECIAL CHARACTERISTICS OF UTG (H) -- MASTER LIST (Continued)

432 Cerebral Palsied
433 Dyslexiacs
434 Epileptics
439 Those with Other Specific Neurological Handicaps

440 Speech Handicapped (Unspecific)

441 Aphoniacs
442 Those with Cleft Palate Speech
443 Stammerers
444 Stutterers
445 Lispers
449 Those with Other Specific Speech Handicaps

450 Visually Handicapped (Unspecific)

451 Partially Sighted
452 Blind
459 Those with Other Specific Visual Handicaps

460 Persons with Special Health Problems (Unspecific)

461 Asthmatics
462 Cardiac Victims
469 Those with Other Specific Health Problems

490 Persons with Other Specific Physical Handicaps

500 Multiply Handicapped
(NOTE: Use Code "500" plus Codes for the Specific Handicaps)

600 Disadvantaged (Unspecific)

610 Educationally Disadvantaged

620 Economically Disadvantaged

630 Culturally Disadvantaged

640 Persons with Employment Problems (Unspecific)

641 Subemployed
642 Underemployed
643 Unemployed

680 Persons with Other Specific Disadvantages

690 Multiply Disadvantaged
(NOTE: Use Code "690" plus Codes for the Specific Disadvantages)

SPECIAL CHARACTERISTICS OF UTG (H) -- MASTER LIST (Continued)

- 700 Miscellaneous Special Characteristics (Unspecific)
  - 710 Alcoholics or Problem Drinkers
  - 720 Delinquents or Potential Delinquents
  - 730 Truants, Potential Dropouts, or Dropouts
  - 740 Drug Abusers or Addicts
  - 750 Patients or Inmates of Institutions (Unspecific)
    - 751 Inmates of General Hospital
    - 752 Inmates of Hospital or School for Mentally Retarded
    - 753 Inmates of Hospital or School for Mentally Ill
    - 754 Inmates of Reformatory or Other Penal Institution
    - 759 Inmates of Other Specific Institution
  - 760 Language Handicapped (Unspecific)
    - 761 Those with Bilingual Problems
    - 762 Non-English Speaking
    - 769 Those with Other Specific Language Handicaps
  - 770 Migrants
  - 780 Refugees
- 800 Groups with Mixed Special Characteristics
- 900 Those with Other Specific Special Characteristics

9. EDUCATIONAL LEVEL OF UTG (E) -- MASTER LIST

000 NOT APPLICABLE

001 NOT AVAILABLE

100 Early Childhood (Pre-Elementary) Educational Level) (Unspecific)

110 Prenatal
120 Prenursery
130 Nursery
140 Headstart Program
150 Kindergarten

190 Other Specific Early Childhood (Pre-Elementary) Educational Level

200 Elementary Educational Levels (Unspecific)

201 Kindergarten
202 Grade 1
203 Grade 2
204 Grade 3
205 Grade 4
206 Grade 5
207 Grade 6
208 Grade 7
209 Grade 8

250 Grades 1-3
255 Grades 1-6
260 Grades 1-8
265 Grades K-8
270 Grades 4-6
275 Grades 5-8
280 Grades 6-8
285 Grades 7-8
290 Grades K-12

299 Other Specific Elementary Educational Levels

300 Secondary Educational Levels (Unspecific)

301 Grade 7
302 Grade 8
303 Grade 9
304 Grade 10
305 Grade 11
306 Grade 12

350 Grades 7-8
355 Grades 7-9

EDUCATIONAL LEVEL OF UTC (E) -- MASTER LIST (Continued)

- 360 Grades 7-10
- 365 Grades 9-12
- 370 Grades 10-12

- 399 Other Specific Secondary Educational Level

400 Higher Educational Levels (Unspecific)

- 410 Undergraduate Levels (Unspecific)
  - 411 Freshman Year (Grade 13)
  - 412 Sophomore Year (Grade 14)
  - 413 Junior Year (Grade 15)
  - 414 Senior Year (Grade 16)
  - 415 Grades 13-14
  - 416 Grades 14-16
  - 417 Grades 15-16
  - 419 Other Specific Undergraduate Educational Level

- 420 Graduate Levels (Unspecific)
  - 421 Masters Degree Level
  - 422 Doctoral Degree Level
    (NOTE: Includes Programs for Ph.D., M.D.,
    D.D.S., D.M.D., LL.B. (J.D.), D.V.M.,
    D.D., Etc.)
  - 423 Post-Doctoral Level
  - 429 Other Specific Graduate Educational Level

- 490 Other Specific Higher Educational Level

500 Adult Educational Levels (Unspecific)

- 510 Basic Adult Education Level
- 520 Post-Secondary, Vocational / Technical Education Level
- 530 Inservice Adult Education Level
- 540 Informal Adult Education Level
- 550 High School Equivalency Program Level

- 590 Other Specific Adult Educational Level

600 Articulation Categories (Transfer Levels) (Unspecific)

- 610 Early Childhood Educational Level (Pre-Elementary and Primary Level)
- 620 Elementary and Secondary Level
- 630 Secondary and Post-Secondary (Non-College) Level
- 640 Secondary and College Level

- 690 Other Specific Articulation Category

900 Other Educational Level

10. ETHNIC CHARACTERISTICS OF UTG (R) -- MASTER LIST

000 NOT APPLICABLE

001 NOT AVAILABLE

- 100 American Indians
- 200 Blacks (Negroes)
- 300 American Orientals
- 400 Whites (Caucasians) (Unspecific)
  - 410 Spanish Surnamed Americans (Unspecific)
    - 411 Mexican Americans
    - 412 Puerto Ricans
    - 413 Cubans
    - 419 Other Specific Spanish Surnamed Americans
  - 490 Other Specific White Ethnic Groups
- 500 Groups with Mixed Ethnic Characteristics (Unspecific)
  - 510 Mixed Minority Groups
    (NOTE: Use Code "510" plus Codes for the Specific Minorities)
  - 520 Cross-Section of Population
  - 590 Other Specific Groups with Mixed Ethnic Characteristics
- 900 Other Ethnic Classifications

11. AGE CHARACTERISTICS OF UTG (A) -- MASTER LIST

000 NOT APPLICABLE

001 NOT AVAILABLE

100 Specific Ages (0-21)

105	0-1
110	2-3
115	4-5
120	6
125	7
130	8
135	9
140	10
145	11
150	12
155	13
160	14
165	15
170	16
175	17
180	18
185	19
190	20
195	21

200 Specific Ages (22-40)

205	22
210	23
215	24
220	25
225	26
230	27
235	28
240	29
24[illegible]	30
[illegible]	31
255	32
260	33
265	34
270	35
275	36
280	37
285	38
290	39
295	40

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AGE CHARACTERISTICS OF UTG (A) -- MASTER LIST (Continued)

300 Specific Ages (41-65)

305	41
310	42
315	43
320	44
325	45
330	46
335	47
340	48
345	49
350	50
355	51
360	52
365	53-54
370	55-56
375	57-58
380	59-60
385	61-62
390	63-64
395	65

400 Miscellaneous Age Ranges (Pre-Adult)

405	0-1
410	2-4
415	0-5
420	5-7
425	8-10
430	0-12
435	5-12
440	6-12
445	11-13
450	14-16
455	5-17
460	0-18
465	13-18
470	17-19
475	0-21
480	18-21
485	20-22
499	Other Specific Pre-Adult Age Range

500 Miscellaneous Age Ranges (Adult)

505	16-24
510	20-24
515	22-24
520	22-30
525	25-30

AGE CHARACTERISTICS OF UTG (A) -- MASTER LIST (Continued)

530	25-34
535	31-35
540	36-41
545	31-44
550	35-44
555	42-46
560	35-49
565	47-54
570	22-64
575	35-64
580	45-64
585	50-64
590	65 & Over
599	Other Specific Adult Age Range

12. SPECIAL CHARACTERISTICS OF ITG (%) -- MASTER LIST

000 NOT APPLICABLE

001 NOT AVAILABLE

- 100 Academically Gifted
- 200 Physically Handicapped
- 300 Disadvantaged (Unspecific)
  - 310 Culturally / Educationally Disadvantaged
  - 320 Economically Disadvantaged
  - 330 Persons with Employment Problems
  - 390 Those with Other Specific Disadvantages
- 400 Miscellaneous Special Characteristics (Unspecific)
  - 410 Reformed Alcoholics
  - 420 Reformed Delinquents
  - 430 Former Dropouts
  - 440 Reformed Drug Abusers or Addicts
  - 450 Past or Present Inmates of Institutions
  - 460 Refugees
  - 470 Veterans
- 900 Those with Other Specific Special Characteristics

13. EDUCATIONAL LEVEL OF ITG (C) -- MASTER LIST (*)

000 NOT APPLICABLE

001 NOT AVAILABLE

- 100 Pre-Secondary Educational Levels

- 200 Secondary Educational Levels

- 300 Post-Secondary Educational Levels (Unspecific)

  - 310 Undergraduate Levels

    - 311 Freshman Year in College
    - 312 Sophomore Year in College
    - 313 Junior Year in College
    - 314 Senior Year in College

  - 320 Graduate Levels

    - 321 Masters Degree Level
    - 322 Doctoral Level
    - 323 Post-Doctoral Level

  - 390 Other Specific Post-Secondary Educational Level

- 900 Other Educational Level

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(*) -- This dimension refers to the educational level at which the ITG is being trained or the level which the ITG has completed.

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14. ETHNIC CHARACTERISTICS OF ITG (J) -- MASTER LIST

- 000 NOT APPLICABLE
- 001 NOT AVAILABLE
  - 100 American Indians
  - 200 Blacks (Negroes)
  - 300 American Orientals
  - 400 Whites (Caucasians) (Unspecific)
    - 410 Spanish Surnamed Americans (Unspecific)
      - 411 Mexican Americans
      - 412 Puerto Ricans
      - 413 Cubans
      - 419 Other Specific Spanish Surnamed Americans
    - 490 Other Specific White Ethnic Groups
  - 500 Groups with Mixed Ethnic Characteristics (Unspecific)
    - 510 Mixed Minority Groups
      (NOTE: Use Code "510" plus Codes for the Specific Minorities)
    - 520 Cross-Section of Population
    - 590 Other Specific Groups with Mixed Ethnic Characteristics
  - 900 Other Ethnic Classifications

15. INSTRUMENTAL TARGET GROUP TYPE (W) -- MASTER LIST

000 NOT APPLICABLE

001 NOT AVAILABLE

- 100 Educational Personnel (Unspecific)

  - 110 Educational Policymakers (Unspecific)

    - 111 Commissioners of Education
    - 112 State Department of Education Personnel
    - 113 School Board Members (Trustees)
    - 114 Members of Educational Committees (State or Local)

    - 119 Other Specific Educational Policymakers

  - 120 Administrative Personnel (Unspecific)

    - 121 College or University Presidents
    - 122 College or University Deans
    - 123 Superintendents or Assistant Superintendents
    - 124 Principals
    - 125 Supervisors

    - 129 Other Specific Administrative Personnel

  - 130 Instructional Personnel (Unspecific)

    - 131 Teachers (Full Time)
    - 132 Substitute or Part-Time Teachers
    - 133 Student Teachers or Teaching Interns
    - 134 Teacher Educators or Teacher Trainers
    - 135 Remedial or Special Education Teachers
    - 136 Tutors
    - 137 Itinerant Teachers
    - 138 Members of Teacher Corps

    - 139 Other Specific Type of Instructional Personnel

  - 140 School Supportive Personnel (Unspecific)

    - 141 Pupil / Student Personnel Specialists
    - 142 Audiovisual or Other Instructional Media Personnel
    - 143 Information System Specialists (including Librarians)
    - 144 School Health Personnel (Physicians & Nurses)
    - 145 Physical / Speech / Hearing Therapists
    - 146 Guidance Counselors / Psychologists / Psychiatrists
    - 147 Dieticians / Food Service Workers
    - 148 Educational Consultants or Advisors
    - 149 Teacher Aides / Paraprofessionals

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INSTRUMENTAL TARGET GROUP TYPE (W) -- MASTER LIST (Continued)

- 150 Miscellaneous School Personnel (Unspecific)
    - 151 School Volunteers
    - 152 Secretarial or Clerical Personnel
    - 153 Legal Personnel
    - 154 Financial Personnel
    - 155 Transportation or Maintenance Personnel
    - 156 Athletic Department Personnel (Other than Teachers)

    - 159 Other Noninstructional School Personnel

- 190 Other Specific Educational Personnel

200 Research & Development or Related Personnel (Unspecific)

- 210 Research Administrators or Directors
- 220 Research Specialists
- 230 Development / Design Specialists
- 240 Evaluation Specialists
- 250 Diffusion / Dissemination Specialists
- 260 Test Construction Specialists
- 270 Curriculum Specialists
- 280 Statisticians

- 290 Other Specific Research & Development Personnel

300 Miscellaneous Categories (Unspecific)

- 310 Education Industries Personnel
- 320 Members of Parent-Teacher Associations
- 330 Parents
- 340 Community Leaders
- 350 Members of Teachers' Associations or Unions

- 390 Other Specific Category

SECTION V

DEFINITIONS

000 NOT APPLICABLE

This code is used when the dimension is irrelevant for describing the scope of the project. Its use will be based on the content of the project information provided, not on the needs of an individual taxonomy coder. If the applicant makes no reference to the subject of the dimension, then this code may usually be applied. However, the irrelevance of the dimension must be distinguished from a lack of information needed for proper coding.

001 NOT AVAILABLE

This code will be used if a dimension appears to be relevant for describing the scope of the project, but the project information initially provided (made available) is insufficient for specific taxonomical coding. This code provides a convenient record for incomplete taxonomical input and, thus, a means for rapid update as the need requires (i.e., as applicant proposals become funded grants or contracts.)

TYPE OF GRANTEE (G)

DEFINITIONS

100	Government/ Quasi-Government	(GOVERNMENT) The organization, machinery, or agency through which a political unit exercises authority and performs functions. (QUASI-GOVERNMENT) An agency, organization, etc. which has some resemblance to a government body, agency, or organization.
110	Local Government/Local Quasi-Government:	The governing body (or any agency having governmental functions or status) which is concerned with a specific local area (e.g. a town, city, or county) constituting a subdivision of a nation, state or other major political unit. (Note: includes "municipality" -- a primarily urban political unit having corporate status and usually powers of self-government.)
111	Local Education Agency:	An organization concerned with the educational system of a local area (e.g. city, town, or county board of education); a corporate body, legally constituted and authorized, usually chosen by popular election.
120	State Government/State Quasi-Government:	A governing body (or an organization or agency having government status, functions, etc.) which is concerned with the educational system within a state.
121	State Education Agency:	An office branch, department, or other administrative unit of the state government concerned with the public educational affairs of the state. (Note: Includes "State Board of Education," but does *not* include "State Board of Vocational Education -- 122," or "State Educational Association -- 632.")
122	State Board for Vocational Education:	The board created by a state legislation to cooperate with Federal authorities in administering the provisions of the Smith-Hughes Act and supplementary laws.

123	State ETV/Radio Agency	The agency responsible for educational programming (TV or radio) in a state.
130	Regional Quasi-Government	An agency or organization (not an official branch of the government) which is concerned with the educational activities within a specified region of the United States.
131	Regional Educational Agency	An office, branch, department, or other organization concerned with the educational structure, activities, etc. of a given region (either within one state or covering all or part of several states. (Note: excludes "regional educational association -- 632.)
140	Federal Government Organization/Agency	A department branch, or division of the Federal Government concerned with advancing the cause of education throughout the country. (Includes U.S. Office of Education; does not include NEA -- 631).
200	Institution of Higher Education	Any institution offering education above the level of the secondary school, including 4-year colleges, universities, graduate schools, professional schools, technical institutions above the secondary level, teacher colleges, and normal schools. (Note: does not include "junior college or community college--300
201	USOE Designated R and D Center	Institutions which conduct research programs outside the Office of Education with federal support which is administered by OE.
210	Public Institution of Higher Education:	An institution receiving partial or total government financial support. May be federal (Service Academies); state (state-supported universities); or city (the City College). (Note: Does not include Land Grant Institution -- 220.")

211	Public Institution of Higher Education (Predominantly Black):	An institution receiving financial assistance from the federal, state or local government and having an enrollment consisting primarily of Negroes.
212	Public Institution of Higher Education Predominance of Other Ethnic Minority:	An institution receiving financial assistance from federal, state, or local government and whose enrollment consists primarily of a minority group other than Negro.
213	Public Institution of Higher Education (Developing)	Any public or nonprofit educational institution (other than an institution, or department or branch of an institution, whose program is specifically for the education of students to prepare them to become ministers of religion or to enter upon some other religious vocation or to prepare them to teach theological subject which has the desire and potential to mak a substantial contribution to the higher education resources of the nation, but which, for financial and other reasons, i struggling for survival or is isolated fr the main currents of academic life. Usua a number of the following conditions are present: (1) inadequate financial resourc (2) small percentage of faculty members having Masters or Ph.D. Degrees; (3) high faculty-student ratio; (4) low personnel (Counseling and related personnel) - stud ratio; (5) low number of full-time studen (6) low high school achievement level of entering freshmen; (7) high number of minority group students and low income gr students; (8) low number of graduates who continue their education; (9) poor librar facilities; (10) little scope and diversi of curriculum; (11) use of poor managemen practices and administration procedures; (12) little availability of funds for building construction.
220	Public Land Grant Institution of Higher Education:	An institution of higher education that has been designated by the state legislat to receive the benefits of either or both of the Morrill funds. Includes the following:

220 Public Land Grant Institution of Higher Education (Continued):

Alcorn Agricultural and Mechanical College of Mississippi; Alabama Agricultural and Mechanical College; Arizona, University of; Alaska, University of; Arkansas, University of; Arkansas Agricultural and Mechanical, and Normal College; Auburn, University; Clemson Agricultural College; California, University of (at Berkely, Davis, Los Angeles and Riverside);Colorado State University; Connecticut Agricultural Experiment Station; Connecticut, University of; Cornell University; Delaware State College; Florida Agricultural and Mechanical, University of; Florida, University of;Fort Valley State College of Georgia; Georgia Institute of Technology; Georgia, University of; Idaho, University of; Illinois, University of; Iowa State University; Hawaii, University of Kansas State University; Kentucky State College; Kentucky, University of; Langston University (Oklahoma); Lincoln University (Missouri); Louisiana State University; Maine, University of; Maryland State College Maryland, University of; Massachusetts Institute of Technology; Massachusetts, University of; Michigan State University; Minnesota, University of; Missouri, University of; Mississippi State University; Montana State College; Nebraska, University of; Nevada, University of; New Hampshire, University of; New Mexico State University; North Carolina State College; North Carolina Agricultural and Technical College; North Dakota State College; Ohio State University; Oklahoma State University; Oregon State University; Pennsylvania State University; Puerto Rico, University of; Prairie View Agricultural and Mechanical College (Texas); Purdue University South Carolina State College; Rutger's University; South Dakota State College; Southern University (Louisiana); State University of New York; Tennessee Agricultural and Industrial State University; Tennessee, University of; Texas Agricultural and Mechanical College and System; Utah State University; Vermont, University of; Virginia State College; Virginia Polytechnical Institute; Washington State University; West Virginia University; Wisconsin, University of.

230	Private Institution of Higher Education:	A college under control of a governing board independent of public governmental agencies except for charter and statuatory limitations (Note: Excludes the Church-Related Institution of Higher Education, Code 240)
231	Private Institution of Higher Education (Predominantly Black):	A college whose enrollment is primarily black and whose control is the responsibility of a governing board which is independent of public governmental agencies except for charter and statuatory limitations.
232	Private Institution of Higher Education (Predominance of Other Ethnic Minority):	A college whose enrollment consists primarily of members of an ethnic minority other than Negro and whose control is the responsibility of a governing board which is independent of public governmental agencies except for charter and statuatory limitations.
233	Private Institution of Higher Education (Developing):	A four-year college or university which: has a governing board independent of public governmental agencies and which, for financial and other reasons, is struggling for survival or is isolated from the main currents of academic life (see definition under Code 213 for further information about "developing institution").
234	Private Institution of Higher Education (Developing - Predominantly Black):	A four-year college or university which: (1) has a governing board independent of public governmental agencies or other public control and support, (2) has an enrollment consisting primarily of Negroes, and (3) is struggling for survival and is isolated from the main current of academic life (see Code 213 for further definition of "developing".
235	Private Institution of Higher Education (Developing - Predominance of Other Ethnic Minority):	A four-year college or university which: (1) has a governing board independent of public governmental agencies or other public control and financial support; (2) has an enrollment consisting primarily of a minority group other than Negro; and (3) is struggling for survival and is isolate from the main current of academic life (see Code 213 for further definition of "developing".)

240	Private, Church-Related Institution of Higher Education:	A college that is:(1) under control of a governing board independent of public governmental agencies except for charter and statuatory limitations, and (2) related to a religious denomination or sect through such means as charter requirement, selection of board members or other officers, financial contributions, and theological or religious belief.
241	Private, Church-Related Institution of Higher Education (Predominantly Black):	A college that: (1) is under control of a governing board which is independent of public governmental agencies except for charter and statuatory limitations; (2) is related to a religious denomination or sect through such means as charter requirement, selection of board members or other officers, financial contributions, and theological or religious belief, and (3) has an enrollment consisting primarily of Negroes.
242	Private Church-Related Institution of Higher Education (Predominance of Other Ethnic Minority):	A college that: (1) is under control of a governing board independent of public governmental agencies, (2) is related to a religious denomination or sect through charter requirement or other means and (3) contains an enrollment consisting primarily of members of an ethnic minority other than Negro.
243	Private, Church-Related Institution of Higher Education (Developing):	A four-year college or university which: (1) has a governing board independent of public governmental agencies, or public control and support; (2) is related to a religious denomination or sect through charter requirement, election of board members or other officers, etc. (but not an institution whose program is concerned with preparing students for theological vocations); and (3) is struggling for survival and is isolated from the main current of academic life (see Code 213 for further definition of "developing institution.")
244	Private, Church-Related Institution of Higher Education (Developing - Predominantly Black):	A four-year college or university which: (1) has a governing board independent of public control and support; (2) is related to a religious denomination through

244	Private, Church-Related Institution of Higher Education (Developing - Predominantly Black) - Continued:	charter requirements, election of officers, etc. (but is not concerned with preparing students for theological vocations); (3) is struggling for survival and is isolated from the main currents of academic life (see Code 213 for further definition of "developing"); and (4) has an enrollment consisting primarily of Negroes.
245	Private, Church-Related Institution of Higher Education (Developing - Predominance of other minority):	A four-year college or university which (1) has a governing board independent of public control and support; (2) is related to a religious denomination through charter requirement, election of officers, etc. (but is not concerned with preparing students for theological vocations); (3) is struggling for survival and is isolated from the main current of academic life (see Code 213 for further definition; and (4) has an enrollment consisting primarily of a minority group other than Negro.
300	Junior/Community College (Unspecific):	(JUNIOR) An educational institution, which usually follows traditional secondary education, offering a two-year program either of a terminal nature or as preparation for further training in a four-year college. (COMMUNITY) An educational institution offering instruction for persons beyond the age of the usual secondary school pupil in a program geared particularly to the needs and interests of the local area. Credit courses rarely extend beyond the level of the second year of college, and extensive offerings of a noncredit character are usually provided.
310	Public Junior/Community College:	An educational institution other than a four-year college or institution that: (1) follows traditional secondary school or provides instruction for persons beyond the age of the usual secondary school pupil, and offers credit courses that rarely extend beyond the level of the second year of college, and (2) receives partial or total government financial support.

311	Public Junior/Community College (Predominantly Black):	An educational institution other than a four-year college or university that: (1) follows traditional secondary school or provides instruction for persons beyond the age of the usual secondary school pupil, and offers credit courses that rarely extend beyond the level of the second year of college, (2) receives partial or total government financial support, and (3) contains primarily Negroes in its enrollment.
312	Public Junior/Community College (Predominance of Other Ethnic Minority):	An educational instituion other than a four-year college or university that: (1) follows traditional secondary school or provides instruction for persons beyond the age of the usual secondary school pupil, and offers credit courses that rarely extend beyond the level of the second year of college, (2) receives partial or total government support, and (3) contains an enrollment consisting primarily of members of an ethnic minority other than Negro.
313	Public Junior/Community College (Developing):	An educational institution other than a four-year college or university that: (1) follows traditional secondary school or provides instruction for persons beyond the age of the usual secondary school pupil, and offers credit courses that rarely extend beyond the level of the second year of college, (2) receives partial or total government financial support; and (3) is struggling for survival and is isolated from the main current of academic life (see Code 213 for further detail).
314	Public Junior/Community College (Developing - Predominantly Black):	An educational institution other than a four-year college or university that: (1) follows traditional secondary school or provides instruction for persons beyond the age of the usual secondary school pupil; (2) receives total or partial government support; (3) is struggling for survival and is isolated from the main current of academic life (see Code 213 for further definition of "developing") and (4) has an enrollment consisting primarily of Negroes.

315	Public Junior/Community College (Developing Predominantly Other Ethnic Minority):	An educational institution other than a four-year college or university that: (1) follows traditional secondary school or provides instruction for persons beyond the age of the usual secondary school pupil and offers credit courses that rarely extend beyond the level of the second year of college: (2) receives total or partial government support; (3) is struggling for survival and is isolated from the main current of academic life (see Code 213 for further definition of "developing"); and (4) has an enrollment consisting primarily of members of a minority group other than Negro.
320	Private Junior/Community College:	An educational institution other than a four-year college or university that: (1) follows traditional secondary school or provides instruction for persons beyond the age of the usual secondary school pupil and offers credit courses that rarely extend beyond the level of the second year of college, and (2) is controlled by a governing board independent of public governmental agencies. (Note: Excludes "Church-Related Junior/Community College," Code 330)
321	Private Junior/Comminity College (Predominantly Black):	An educational institution other than a four-year college or university that: (1) follows traditional secondary school or provides instruction for persons beyond the age of the usual secondary school pupil and offers credit courses that rarely extend beyond the level of the second year of college, (2) is controlled by a governing board independent of public governmental agencies, and (3) has an enrollment consisting primarily of Negroes.
322	Private Junior/Commjnity College (Predominance of Other Ethnic Minority):	An educational institution other than a four-year college or university that: (1) follows traditional secondary school or provides instruction for persons beyond the age of the usual secondary school pupil, and offers credit courses that rarely extend beyond the level of the second year of college, (2) is controlled by a governing board independent of public governmental agencies, and (3) has an enrollment consisting primarily of members of an ethnic minority other than Negroes.

323	Private Junior/Community College (Developing):	An educational institution other than a four-year college or university that:(1) follows traditional secondary school or provides instruction for persons beyond the age of the usual secondary school pupil, and offers credit courses that rarely extend beyond the level of the second year of college; (2) has a governing board that is independent of public governmental agencies; (3) is struggling for survival and is isolated from the main current of academic life (see Code 213 for further definition of "developing').
324	Private Junior/Community College (Developing - Predominantly Black):	An educational institution other than a four-year college or university that:(1) follows traditional secondary school or provides instruction for persons beyond the age of the usual secondary school pupil, and offers credit courses that rarely extend beyond the level of the second year of college; (2) has a governing board that is independent of public governmental agencies; (3) is struggling for survival and is isolated from the main current of academic life (see Code 213 for further definition of "developing"); and (4) has an enrollment consisting primarily ot Negroes.
325	Private Junior/Community College (Developing - Predominance of Other Ethnic Minority):	An educational institution other than a four-year college or university that:(1) follows traditional secondary school or provides instruction for persons beyond the age of the usual secondary school pupil, and offers credit courses that rarely extend beyond the level of the second year of college; (2) has a governing board that is independent of public governmental agencies; (3) is struggling for survival and is isolated from the main current of academic life (see Code 213 for further definition of "developing"); and (4) has an enrollment consisting primarily of members of a minority group other than Negro.
330	Private Church-Related Junior/Community College:	An educational institution other than a four-year college or university that: (1) follows traditional secondary school or provides instruction for persons beyond the age of the usual secondary school pupil, and offers credit courses that rarely extend beyond the level of the second year of college, (2) is controlled by a governing board independent of public governmental agencies, and (3) is related to a religious denomination or sect through charter requirement or other means.

331	Private Church Related Junior/Community College (Predominantly Black):	An educational institution other than a four-year college or university that: (1) follows traditional secondary school or provides instruction for persons beyond the age of the usual secondary school pupil, and offers credit courses that rarely extend beyond the level of the second year of college, (2) is controlled by a governing board independent of public governmental agencies; (3) is related to a religious denomination or sect through charter requirements or other means, and (4) has an enrollment consisting primarily of Negroes.
332	Private, Church-Related Junior/Community College (Predominance of Other Ethnic Minority:	An educational institution other than a four-year college or university that: (1) follows traditional secondary school or provides instruction for persons beyond the age of the usual secondary school pupil, and offers credit courses that rarely extend beyond the level of the second year of college, (2) is controlled by a governing board independent of public governmental agencies; (3) is related to a religious denomination or sect through charter requirements or other means, and (4) has an enrollment consisting primarily of members of a minority group other than Negro.
333	Private, Church-Related Junior/Community College (Developing):	An educational institution other than a four-year college or university that: (1) follows traditional secondary school or provides instruction for persons beyond the age of the usual secondary school pupil, and offers credit courses that rarely extend beyond the level of the second year of college; (2) has a governing board independent of public governmental agencies; (3) is related to a religious denomination or sect through charter requirements, election of officers or some other means (not including schools that prepare persons for theological vocations); (4) is struggling for survival and is isolated from the main current of academic life (see Code 213 for further definition of "developing.").
334	Private, Church-Related Junior/Community College (Developing) - Predominantly Black):	An educational institution other than a four-year college or university that: (1) follows traditional secondary school or provides instruction for persons beyond the age of the usual secondary school

	Private, Church-Related Junior/Community College (Developing - Predominantly Black) Continued:-	pupil, and offers credit courses that rarely extend beyond the level of the second year of college; (2) has a governing board that is independent of public governmental agencies; (3) is related to a religious denomination or sect through charter requirements or some other means, (but does not include schools that prepare students for theological vocations); (4) is struggling for survival and is isolated from the main current of academic life (see Code 213 for further definition of "developing"); and (5) has an enrollment consisting primarily of Negroes.
335	Private, Church-Related Junior/Community College (Developing - Predominance of Other Ethnic Minority):	An educational institution other than a four-year college or university that:(1) follows traditional secondary school or provides instruction for persons beyond the age of the usual secondary school pupil, and offers credit courses that rarely extend beyond the level of the second year of college; (2) has a governing board independent of public governmental agencies; (3) is related to a religious denomination or sect through charter requirements or some other means (but does not include schools that prepare persons for theological vocations); (4) is struggling for survival and is isolated from the main current of academic life (see Code 213 for further definition of "developing"); and (5) has an enrollment consisting primarily of a minority group other than Negro.
400	Vocational/Technical Institution (Unspecific):	A school, below the level of higher education, which provides instruction that will enable youth or adults to prepare for, enter upon, and make progress in a skilled trade or occupation. (Note: Excludes the university/college terminal-occupational unit.)
410	Public, Post-Secondary Vocational/Technical School Note: Includes the Public Vocational/Technical School with a Combined Secondary/Post-Secondary Curriculum).	A school under public supervision and control and supported by public funds which is above or in combination with the high school level and below the level of higher education, which provides instruction in practical arts that will enable youth or adults to prepare for, enter upon, and make progress in a skilled trade or occupation. (Note: Includes the Public Vocational/Technical School with a Combined Secondary/Post-Secondary Curriculum).

411	Public, Post-Secondary Vocational/ Technical School (Predominantly Black):	A school under public supervision and control and supported by public funds which is above or in combination with the high school level and below the level of higher education, which provides instruction in practical arts that will enable youths or adults to prepare for, enter upon, and make progress in a skilled trade or occupation, and has an enrollment consisting primarily of Negroes.
412	Public, Post-Secondary Vocational/ Technical School (Predominance of Other Ethnic Minority):	A school which is under public supervision and control and supported by public funds, which is above or in combination with the high school level and below the level of higher education, which provides instruction in practical arts that will enable youths or adults to prepare for, enter upon, and make progress in a skilled trade or occupation, and has an enrollment consisting primarily of members of an ethnic minority group other than Negroes.
420	Public Vocational/Technical High School:	A secondary school which is under public control and supervision and is supported by public funds, which is usually terminal in nature, and which offers training in one or more skilled or semiskilled trades or occupations, with certain related subjects. as well as a wide selection of elective nonrelated subjects having general rather than purely vocational value.
421	Public Vocational/Technical High School (Predominantly Black):	A partially or totally government-financed secondary school, usually terminal in nature which offers training in one or more skilled or semi-skilled trades or occupations, with certain related and elective subjects, and which has an enrollment consisting primarily of Negroes.
422	Public Vocational/Technical High School (Predominance of Other Ethnic Minority):	A partially or totally government-financed secondary school, usually terminal in nature, which offers training in one or more skilled or semi-skilled trades or occupations, with certain related and elective subjects, and which has an enrollment consisting primarily of an ethnic minority group other than Negroes.
430	Private, Post-Secondary Vocational/ Technical School:	A school which is above the secondary school level and below the level of higher educatio which offers training in one or more skilled or semi-skilled trades or occupation and is controlled by a governing board independent of public, governmental agencies

431	Private, Post-Secondary Vocational/ Technical School (Predominantly Black):	A school which is above the secondary school level and below the level of higher education, which: (1) offers training in one or more skilled or semi-skilled trades or occupations; (2) is controlled by a governing board independent of public, governmental agencies; and (3) has an enrollment consisting primarily of Negroes.
432	Private, Post-Secondary Vocational/ Technical School (Predominance of Other Ethnic Minority):	A school which is above the secondary school level and below the level of higher education, which: (1) offers training in one or more skilled or semi-skilled trades or occupations; (2) is controlled by a governing board independent of public governmental agencies; and (3) has an enrollment consisting primarily of members of a minority group other than Negroes.
440	Private Vocational/Technical High School:	A secondary school which offers training in one or more skilled or semi-skilled trades or occupations, with certain related and elective subjects and is controlled by a governing board independent of public governmental agencies.
441	Private Vocational/Technical High School (Predominantly Black):	A secondary school which: (1) offers training in one or more skilled or semi-skilled trades or occupations, with certain related and elective subjects; (2) is controlled by a governing board independent of public governmental agencies; and (3) has an enrollment consisting primarily of Negroes.
442	Private Vocational/Technical High School (Predominance of Other Ethnic Minority):	A secondary school which: (1) offers training in one or more skilled or semi-skilled trades or occupations, with certain related and elective subjects; (2) is controlled by a governing board independent of public governmental agencies; and (3) has an enrollment consisting primarily of members of a minority group other than Negroes.
450	Manpower Development Training Skills Center:	A centralized, self-contained facility operating on a continuous, prime-time basis, generally under public supervision and control, and especially designed to provide institutional training, guidance, counseling and supportive services.

451	Manpower Development Training Center (Predominantly Black):	A centralized, self-contained facility operating on a continuous, prime-time basis, generally under public supervision and control, and especially designed to provide institutional training, guidance, counseling, and supportive services, having an enrollment consisting primarily of Negroes.
452	Manpower Development Training Center (Predominance of Other Ethnic Minority):	A centralized, self-contained facility operating on a continuous, prime-time basis, generally under public supervision and control, and especially designed to provide institutional training, guidance, counseling, and supportive services, having an enrollment consisting primarily of an ethnic minority other than Negro.
500	Other Educational Institutions:	Educational institutions which are "independent" (not affiliated with state or local education agencies).
510	Schools for the Handicapped (Unspecific):	Any educational institution which provides instruction for those having a physical, intellectual, or behavioral defect so severe that they cannot benefit from instruction in the regular school system.
511	Public School for the Handicapped:	An educational institution which is under public supervision and control, and is supported by public funds, and which provides instruction for those having a physical, intellectual, or behavioral handicap.
512	Public School for the Handicapped (Predominantly Black):	An educational institution which is under public supervision and control and is supported by public funds and which provides instruction for Negroes who have a physical, intellectual, or behavioral handicap.
513	Public School for the Handicapped (Predominance of Other Ethnic Minority):	An educational institution which is under public supervision and control, receives support from public funds, and provides instruction for members of a minority group (other than Negro) who have a physical, intellectual, or behavioral handicap.

514	Private School for the Handicapped:	An educational institution which has a governing board independent of public governmental agencies and which provides instruction for those having a physical, intellectual, or behavioral handicap.
515	Private School for the Handicapped (Predominantly Black):	An educational institution which as a governing board independent of public governmental agencies and which provides instruction for Negroes having a physical. intellectual, or behavioral handicap.
516	Private School for the Handicapped (Predominance of Other Ethnic Minority):	An educational institution which has a governing board independent of public governmental agencies, and which provides instruction for members of a minority group other than Negro
590	Other Specific Educational Institutions:	Any educational institution not classified elsewhere in this dimension.
591	Other Specific Educational Institutions: (Predominantly Black):	Any educational institution (not classified elsewhere in this dimension) which has an enrollment consisting primarily of
592	Other Specific Educational Institutions (Predominance of Other Ethnic Minority):	Any specific educational institution which cannot be classified elsewhere in this dimension and which has an enrollment consisting primarily of members of an ethnic minority other than Negroes.
600	Non-Profit Organization/Agency (Unspecific):	Any organization or agency (other than a government or school organization or agency) which is not conducted or maintained for the purpose of making a profit.
610	Educational TV/Radio Station:	A facility or room in which a noncommercial radio or television transmitting station is located for the purpose of broadcasting educational programs of high quality.
620	Regional Education Laboratory:	A nonprofit agency which is devoted to: (1) engineering educational alternatives using reliable strategies to accelerate educational innovation; and (2) responding to regional and national educational problems.

630	Professional Association (Unspecific):	Any organization of teachers, educational administrators, or other educational personnel concerned with the promotion of the cause of education, and/or the welfare of educational personnel.
631	National Education Association/Society:	Any organization or group which has as its purpose the promotion of the welfare of all educators in the United States or of the cause of education throughout the United States (e.g. NEA, National School Board Association, NASSP).
632	State/Territorial Educational Association:	An association of teachers and educational administrators of a particular state or designated territory that has for its primary objectives the improvement of schools through instruction and organization and through keeping the public informed about educational problems, policies, and progress.
633	Social Education Association:	A voluntary organization of teachers or other educational personnel in a local district, county, or city, primarily concerned with the welfare of educational personnel in their area, but also devoted to improving teaching efficiency, promoting educational reform, and conducting programs of social activities.
639	Other Specific Professional Associations:	Any other professional association which cannot be coded under 631, 632, or 633.
640	Cultural Organizations (Not Elsewhere Covered):	Any group or association (not elsewhere classified) that is concerned with the welfare of a particular group within the society.
641	Cultural Organizations (Predominantly Black) :	A group of individuals who are concerned with the welfare of the American Negro; e.g. NAACP.
642	Cultural Organiation (Predominance of Other Ethnic Minority):	A group of individuals who are concerned with the welfare of an ethnic minority other than Negroes; e.g. B'nai Brith.
650	Foundation :	An organization or institution established by endowment or otherwise established with provisions for future maintenance generally for the purpose of permanently supporting an institution or cause; e.g. the Ford Foundation.

660	Hospital/Clinic:	An institution or place where sick or injured persons are given medical or surgical care; and where diagnosis or treatment is made available to out-patients.
670	Church-Related Institutions (Other Than Schools):	Any nonprofit organization (other than a school) that is related to a religious denomination or sect through charter requirement, selection of board members or other officers, financial contributions, and theological or religious belief.
680	Research Organiations:	A nonprofit organization concerned with the careful, critical, disciplined inquiry, varying in technique and method according to the nature and conditions of the problem. (Note: Includes Research Institute affiliated with an institution of higher education; does not include "USOE designated R and D Center," Code 201).
700	Profit-Making Organizations:	Any organization or company concerned with making or acquiring valuable returns, especially financial gains.
710	Large Business:	A profit-making concern which is independently owned, is dominant in its field of operation, and has excess of 500 employees
720	Small Business:	A profit-making concern which is independently owned, is not dominant in the field of operation (with a few exceptions), and has 500 employees or less.
721	Small Business (Predominantly Black):	Any profit-making concern which is independently owned, is not dominant in the field of operation, has 500 or less employees , the majority of whom are Negro.
722	Small Business (Predominance of Other Ethnic Minority):	Any profit-making concern which is independently owned, is not dominant in its field of operation, has 500 or less employees , the majority of whom are members of a minority group other than Negro.

800 Individual:	Persons or small groups of persons who are, for the purposes of the project being considered, not connected with any organization, school, or company.
900 International or Foreign Organization/Agency	Public and private nonprofit agencies and organizations, professional and scholarly association, and institutions which have as their purpose (1) the establishment, strengthening, and operation of centers for international studies; (2) the training of faculty members in foreign countries; (3) expansion of foreign language programs; (4) the promotion of student work-study travel programs; (5) the establishment of visiting-faculty programs (international); (6) the establishment of programs of English language training for foreign teachers, scholars, and students; and (7) the establishment of teaching, research, and curriculum development activities in international programs. (Note: Includes foreign government).

REFERENCES - TYPE OF GRANTEE

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(2) Committee on data and definitions in higher education, Handbook of Data and Definitions in Higher Education. American Association of Collegiate Registrars and Admissions officers. (1962)

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PROJECT FOCUS
DEFINITIONS

100	Learning/Development/Behavior:	Characteristics of organisms, including development and change.
110	Learning:	Relatively permanent change in behavioral tendency that occurs as a result of reinforced practice.
111	Associative Learning:	Learning where mental states become integrative as a result of being contiguous in either time or space.
112	Discrimination Learning:	Learning to note those particular cues or clues in a stimulus situation needed to evoke one response rather than another.
113	Ideational Learning:	The process of forming, entertaining, and relating ideas.
114	Incidental Learning:	Learning without an incentive and without reinforcement.
115	Perceptual Learning:	Developing new perceptions or seeing new relationships.
116	Rote Learning:	Learning involving fixed, mechanical sequences. Typically, there is little attention to meaning.
117	Selective Learning:	Learning in which the subject learns to select, from among many possible responses, the preferred response.
118	Trial & Error Learning:	Attempts to learn, or to solve a problem, by trying alternative possibilities and eliminating those that prove to be incorrect.
120	Learning Processes and Activities:	The activities, overt or verbal, engaged in during learning and designed (or believed) to promote learning, studying, thinking, practicing, attending, etc.
121	Concept Formation:	The process of conceiving (all senses); The process of forming concepts (ideas). An internal process representing a common property of objects or events, usually by word or name.
122	Creative/Productive Thinking:	(CREATIVE THINKING) Thinking that is inventive; thinking that explores novel situations or new solutions to old problems, or that results in thoughts original with the thinker.

		(PRODUCTIVE THINKING) Problem Solving -- The process of selecting from a number of alternatives those that lead to a desired goal; the process of discovering or deducing new relationships among things observed or sensed.
123	Critical Thinking:	Thinking that proceeds on the basis of careful evaluation of premises and evidence, and comes to conclusions as objectively as possible through consideration of all pertinent factors.
124	Discovery Processes:	The processes of assertaining things not hitherto known, or not known to the discoverer.
125	Generalization:	Responding to all situations similar to one which has been conditioned.
126	Logical Thinking:	Reasoning carried out according to formal rules of logic.
127	Retention/Recall/Recognition:	(RETENTION) Correctly remembering; the maintenance of information learned. (RECALL) Reproduction with a minimum of cues something that has been learned. (RECOGNITION) Awareness of something previously experienced. A method of measuring retention in which the subject is required to recognize the correct answer when it is presented to him along with incorrect answers, e.g., in a true-false or multiple-choice examination.
128	Study/Review:	(STUDY) A relatively prolonged application to a topic or problem for the purpose of learning about the topic, solving the problem, or memorizing part or all of the presented material. (REVIEW) Reexamination -- A reexamination or study of material previously studied, whether teacher-led or self-directed.
130	Human Development:	The process of maturation of the human being; the sequential alterations which occur from conception to maturity and old age. Includes qualitative, gradual, permanent changes in mental and/or physical aspects; covers concept of "human growth."

131	Character/Personality Development:	The changes in structure and form of the personality that occur as an individual makes the transition from birth to maturity; these personality changes develop as the individual adjusts to inner demands and social impacts.
132	Intellectual Development:	(COGNITIVE DEVELOPMENT) Change and growth in the mental capacities which enable the individual to adjust to new situations, attend to significant stimuli, find solutions to problems, profit from experience, integrate experience, etc.
133	Language Development:	The evolution, whether in the race or in the individual, of communication by means of vocal or written symbols.
134	Motor Development:	The sequence of maturation in postural, locomotor, and manipulatory responses.
135	Physical Development:	(1) The change in size, shape, function, etc. of structure of the body; e.g., the progressive calcification of the bones, changes in the size of the face, etc.; (2) more efficient functioning due to physical training.
136	Sensory Development:	The expansion and growth in the use of the senses in the discrimination of sounds, colors, weights, forms, sizes, textures, tastes, etc.
137	Social Development:	(1) the series of progressive changes in social behavior, feelings, attitudes, values, etc. (2) the pattern of change from birth to death exhibited by the individual as a result of his interaction with such forces as people, social institutions, social customs, and social organizations.
138	Talent/Skill Development:	(TALENT DEVELOPMENT) Development through training of an ability or a natural aptitude capable of high functioning, as in visual art or music. (SKILL DEVELOPMENT) Changes or growth in the ability to perform physical or mental tasks with ease and precision.
140	Behavior:	Observable characteristics of the gross activities of the individual or of groups.

141	Affective (Emotional) Behavior:	Behavior resulting from an individual's interest, attitudes, appreciations, values, and emotional sets or biases; a state of psychological tension.
142	Animal Behavior:	Responses of subhuman animals to stimuli.
143	Antisocial Behavior:	Behavior typified by little or no concern for other people and little feeling for right and wrong.
144	Group Behavior:	Behavior of a number of persons acting together.
145	Participation:	(1) dynamic interplay between two or more individuals where each is influenced by, and influences, the others; the interchange constituting a characteristic event; (2) behavior typified by sharing or taking part in an activity.
146	Persistence:	Maintaining a course of action despite obstacles or opposition.
147	Reactive Behavior:	Behavior that is primarily determined by the external situation, characterizing that which functions only when an external source of energy impinges.
148	Socially Deviant Behavior:	Conduct departing materially from social or ethical standards; conduct departing so far from usual as to be socially disapproved. (Note: use this category for coding "delinquent behavior.")
150	General Influences on Learning/Development/Behavior:	Factors typically outside the usual school or organized educational environment which have bearing upon the characteristics of individuals, including development and change.
151	Community Factors:	Influences of a group living in one locality under common culture and having a geographical focus for their major interests and activities, e.g., "neighborhood".
152	Cultural Factors:	Influences of: Social, ethical, intellectual, artistic, governmental, and industrial attainments of a group by which it can be distinguished from or compared with other groups; includes ideas, concepts, usages, associations, material objects, etc. (Note: Excludes "Institutional Factors," Code 154.)

153	Heredity:	The sum of the qualities and potentialities of an individual that are genetically derived.
154	Institutional Factors:	Influence of: Organizations, establishments, foundations, societies, or the like, devoted to the promotion of a particular object -- esp. of a public, educational, or charitable character.
155	Nutrition/Health:	(NUTRITION) The sum of the processes by which an organism takes in and utilizes food substances; in animals, typically involving ingestion, digestion, absorption, and assimilation. (HEALTH) Soundness of body or mind; freedom from diseases or ailment; the general condition of body or mind with reference to soundness and vigor.
156	Parents/Guardians:	Father, mother, or one who has or is entitled or legally appointed to the care and management of the person or property of another.
157	Peers:	Belonging to the same group in society, especially when membership is determined by age, grade or status.
158	Siblings:	One of two or more persons who have the same parents but are not necessarily of the same birth.
160	Educational Influences on Learning/Development/Behavior:	Factors typically within the auspices of the school or organized educational environment (but not restricted to that environment) which have bearing upon the characteristics of individuals, including development and change.
161	Aspiration/Motivation/Goals:	(ASPIRATION) A strong desire for realization; an end or goal aspired to; (level of aspiration) a person's expectation of how he will perform a task. (MOTIVATION) An energy change within a person characterized by affective (emotional) arousal and anticipatory goal reactions. (GOALS) That which, when attained, will satisfy a need.

162	Competition:	Conscious or unconscious struggle or rivalry between individuals, groups, or with a previous record, in which one person or group seeks to gain advantage over other persons or groups.
163	Knowledge of Results/Rewards:	(KNOWLEDGE OF RESULTS) A person's awareness of how he is progressing in training or in the performance of his job; It is usually necessary for the most rapid learning and for the best performance of the job. (REWARDS) Any pleasant, satisfactory experience consequent upon a certain course of behavior and mediated by an external agent or by the self, acting as agent, in the hope of encouraging the repetition of the behavior.
164	Practice:	An exercise in something for the purpose of instruction or improvement or for the acquisition of discipline, proficiency, or dexterity.
165	Punishment:	The application of an unpleasant stimulus for the purpose of eliminating undesirable behavior.
166	Success or Failure:	(SUCCESS) Favorable termination of a venture. (FAILURE) Omission of performance of an action; lack of satisfactory performance or effect; the fact of being cumulatively inadequate or not matching hopes or expectations.
167	Teaching Materials/Methods:	(TEACHING/INSTRUCTIONAL MATERIALS) Any device used for teaching purposes, including textbooks, supplementary reading materials, audiovisual and other sensory materials, etc. (TEACHING METHODS) Any systematic way of teaching facts or concepts; a rational ordering and balancing, in the light of knowledge and purpose, of the several elements that enter into the educative process: the nature of the pupil, the materials of instruction, and the total learning situation.
168	Teachers:	Anyone employed in an official capacity for the purpose of guiding and directing the learning experience of pupils or students in an educational institution (public or private).

170	Evaluation Aspects of Learning/Development/Behavior:	Criteria for ascertaining or judging the value of individual characteristics, including individual development and change.
171	Achievement:	Success in bringing an effort to the desired end; the end gained; the thing accomplished; the degree or level of success attained in some specified area or in general.
172	Attitude:	A tendency to respond either positively or negatively to certain persons, objects, activities, or situations.
173	Intelligence:	A general term covering a person's abilities on a wide range of tasks involving vocabulary, numbers, problem solving, concepts, etc.
174	Maturity:	The state or condition of complete or adult form, structure, and function in respect to a single trait, or more often, in respect to all traits. (Includes maturity at appropriate maturation levels.)
175	Perception:	The awareness of objects, qualities, or events stimulating the sense organs; a person's experience of the world.
176	Psychomotor Characteristics:	Pertaining to motor effects of psychical processes; pertaining to precise coordination of a sensory or ideational process and a motor activity.
177	Scholastic Aptitude:	The personal characteristics that make likely a given degree of success in academic pursuits.
178	Vocational Aptitude:	Such present abilities and other personality qualities as justify prediction that, with adequate education and development, success and satisfaction in a given vocation are likely.
200	Educational Administration/Organization:	The conducting, supervising, and/or shaping of educational affairs.
210	Educational Administration:	The direction, control, and management of all matters pertaining to education.
211	Community Relations & Participation:	(COMMUNITY RELATIONS) The manner in which educational and community representatives work together to identify and provide for individual and group interests and needs of pupils, parents, and members of various other community groups.

		(COMMUNITY PARTICIPATION) The involvement of educational personnel in community life and affairs, and the involvement of members of the community in school activities, e.g., open houses, parent workshops, PTA groups, study groups, etc.
212	Educational Policy Development/General Educational Planning:	(EDUCATIONAL POLICY DEVELOPMENT) Pertaining to a statement of judgments, derived from a system of values and an assessment of situational factors, operating within the educational institution as a general plan for guiding decisions about how to attain desired education objectives. (GENERAL EDUCATIONAL PLANNING) Pertaining to the statement of the general, long-range goals of the educational institution; careful formulation of minimal essentials for an educational program.
213	Educational Program Administration:	Scheduling the educational or school program; planning and supervising educational or school activities, supervising the work of teachers: evaluating the educational or school program; supervising the process of curriculum revision, etc.
214	Employment and Inservice Education of Teachers:	(TEACHER EMPLOYMENT) Recruiting, selecting, and assigning new teachers; administering salaries, sick leaves, teacher records, etc.; promoting, dismissing, retiring of teachers. (INSERVICE TEACHER EDUCATION) Administration of activities that contribute to the professional growth and qualifications of employed teachers, for example, travel, professional reading, participation in curriculum development programs, attendance at summer session courses, etc.
215	Facilities & Equipment:	Requisitioning and controlling the use of school supplies; supervising the use of school buildings and facilities,; planning new school buildings; supervising the maintenance and repair of facilities.
216	Finance/Budgeting/Accounting:	(FINANCE) The science and practice of raising and expending revenue for education; the management of monetary affairs for schools. (BUDGETING) Preparing, presenting, adopting, administering, and appraising the budget or plan of expenditures.

		(ACCOUNTING) Classifying, recording, and summarizing business and financial transactions in books of account, and analyzing, verifying, and reporting the results.
217	School Personnel Utilization and Leadership Development:	The process of determining and meeting present and future requirements of the educational institution in the assignment of school personnel, including the promotion and conduct of leadership programs.
218	Student Activities:	Enumerating, admitting, and placing students; supervising behavior of students; supervising guidance, records, and attendance of students; planning and administering cocurricular activities for students
220	Educational Organization:	Establishing and maintaining the hierarchical structure of the units of the educational system -- an ensemble composed of different parts which perform distinct but interrelated and coordinated functions, so that the parts form a unity or whole.
221	Federal/National Systems:	Pertaining to nationally or federally developed or administered educational activities and programs, e.g., federal grants; land grants; schools in the District of Columbia, U.S. possessions, federal reservations; presidential commissions; national associations such as NEA or AVA; federal enterprises such as Library of Congress, Smithsonian Institute; federally created foundations. (Note: Includes educational activities in United Nations, UNESCO, etc., and other international educational projects.)
222	State Systems:	Pertaining to the aggregate of educational institutions organized under the constitution and laws of a state, administered under the general supervision of the State Department of Education, deriving their financial support, at least in part, from the state, and usually referred to as "public" schools.
223	County/Intermediate Systems:	Pertaining to educational systems that act as intermediate units between state and local systems (often the county superintendent's office). County systems are often considered to be local educational units, coterminous with the government unit in a county, and having a board of education and a chief executive officer administering the schools for the county as a whole.

224	City Systems:	Pertaining to the system with geographical area, generally coterminous with a legally established municipality, of which the population may be relatively high in number and density and which has been designated as a local school unit, often by state authority, to be governed by a local school board in terms of powers and duties delegated by the state. (Note: Include projects aimed at "central city" or "inner city" educational organization here.)
225	Suburban Systems:	Educational organization in which the suburb (a district lying immediately outside of a city or town) is the unit of administration.
226	Township Systems:	Educational organization in which the township is the unit of administration; a single board of trustees or officers manages the school(s) of the township, subject in turn to the oversight of the county and state educational authorities.
227	Rural Systems:	Pertaining to rural areas (population less than 2500) designated according to state law as local school administrative units. The rural system may be characterized as a body corporate and politic in an open-country area that, with such help as it may receive from the state or county, provides and maintains its own school or schools under the immediate control of its own board of trustees or directors.
230	School Organization:	The general type of school or other organizational arrangement providing instruction -- e.g., elementary school, secondary school, or a more specific subdivision of one of these general categories.
231	Preschools:	Any school for the child between two and five years of age, before he enters first grade.
232	Elementary Schools:	Any school for the child of elementary age (6 to 12) that normally requires six years to complete the work provided.
233	Middle Schools:	Any school administrative unit of the secondary level containing the grades that follow elementary school and precede the last unit in the school system, usually beginning with grade 5 or 6 or its equivalent and including at least 3 grades or years.

234	Secondary Schools:	(HIGH SCHOOL) Any school division following the elementary school, comprising most often grades 9 through 12 or grades 7 through 12.
235	Vocational/Technical Schools:	(VOCATIONAL SCHOOLS) Includes any school which provides instruction that will enable youth or adults to prepare for, enter upon, and make progress in a skilled trade or occupation. (TECHNICAL SCHOOLS) Includes any school offering instruction in practical arts, usually above the high school level and below the level of higher education.
236	Schools for the Handicapped:	Any school which provides instruction primarily for the hearing handicapped, the mentally handicapped, the neurologically handicapped, the physically handicapped, the socially handicapped, or the visually handicapped.
237	Junior/Community Colleges:	(JUNIOR COLLEGES) Includes any educational institution, usually after traditional secondary, offering a 2 year program either of a terminal nature or as preparation for further training in a 4-year college or university. (COMMUNITY COLLEGES) Includes any educational institution offering instruction for persons beyond the age of the normal secondary school pupil, in a program geared particularly to the needs and interests of the local area; credit courses rarely extend beyond the level of the second year of college; extensive offerings of a noncredit character are usually provided. Control and support are preponderantly local.
238	Institutions of Higher Education:	Institutions offering education above the level of the secondary school. Includes colleges, universities, graduate schools, professional schools, technical institutions, teacher colleges and normal schools; does not include community colleges or junior colleges.
300	Educational Programs:	The general types of offerings of an educational institution.
302	Adult Basic Programs:	Instruction of adults in subjects of elementary education, social skills, and community responsibility.

304	Advanced Programs:	Secondary school programs of studies requiring added quantity and quality of school work, designed primarily to enable students to enter college with advanced placement at entrance, and possibly with some college credit.
306	After School Programs:	Extended day activities and organized playground activities, often for pupils with working mothers.
308	Autoinstructional Programs:	Educational programs utilizing the concept of self-teaching, whether at school, at home, or elsewhere.
310	Bilingual Programs:	Encouragement of bilingualism through the teaching of regular school courses in both the natural language and a second language.
312	Biracial Programs:	Educational programs involving members of two racial groups for purposes of realizing mutual awareness, cooperation, and participation.
314	Childhood Basic Programs:	Instruction beginning in infancy and continuing until the onset of adolescence, in subjects of elementary education, social skills, and community responsibility.
316	Compensatory Programs:	Programs of instruction and service, supplementary to the regular public school program, for the educationally disadvantaged including those enrolled in school, those who have dropped out of school before graduation, and those who have not yet entered first grade.
318	Comprehensive Programs:	Programs organized to provide the maximum development for each of a variety of participants, offering academic, vocational, social, and recreational activities.
320	Continuing Programs:	(1) Any extension of opportunities for reading, study, or training to young persons and adults following their completion of or withdrawal from full-time school and college programs; (2) Education for adults provided by special schools, centers, colleges, or institutes that emphasizes flexible rather than traditional or academic programs.

322	Cooperative/Work-Study Programs:	(COOPERATIVE PROGRAMS) Work and school experience under the direction of a vocational teacher coordinator designed to complement each other toward an occupational goal. (WORK-STUDY PROGRAMS) Complete and thorough college (or high school) training complemented and balanced by an extended on-the-job experience under faculty supervision. The student is usually paid while on the job.
324	Correctional (Behavior Modification) Programs:	Vocational, cultural, and recreational activities usually carried on in correctional institutions for the purpose of effecting social and economic rehabilitation.
326	Correspondence/Extension Programs:	(CORRESPONDENCE PROGRAMS) System of teaching by mail, conducted by a college, university, state department, private school, or private agency. (EXTENSION PROGRAMS) Instructional activities of educational institutions directed to clientele other than the immediate student body.
328	Demonstration Programs:	Instructional programs in which the teacher or another person uses examples, experiments, and/or other actual performance in order to illustrate a principle or show others how to do something.
330	Discussion Programs:	Instructional programs in which pupils, under teacher and/or pupil direction, exchange points of view concerning a topic, question, or problem in order to arrive at a decision or conclusion.
332	Early Childhood Programs:	Educational programs including nursery school, kindergarten, and the primary unit of elementary school (grades 1-3), serving children aged 2 or 3 through 8.
334	Evening Programs:	An organized program of courses offered at hours other than those commonly used for classes, for persons who are not in regular attendance at such classes.
336	Experimental Programs:	(1) The type of education offered by experimental schools, characterized by practices different from those of the typical public or private school, perhaps based on an essentially different philosophy of education; the program may be so arranged as to fit into the pattern

		of a number of formal experiments, though usually the appraisal of the undertaking is informal or even nonexistent. (2) A program of courses teaching experimental methods of educational research.
338	Field Experience Programs:	Educational programs that provide actual practice, away from or within the school environment, in dealing with educational problems; part of the program offered by a teacher education institution, usually conducted in schools that are not formally under the direct control of or affiliated with the teacher educational institution; sometimes refers to practice in supervision, administration, guidance, etc.
340	Group Participation Programs:	Educational programs in which a group of learners actively participates in the design, execution, and/or evaluation of educational activities.
342	Home Programs:	Education in the home, usually referring to preschool or early childhood education, and occasionally to the education directed by the school for homebound pupils.
344	Individualized Programs:	Differentiation of instruction according to individual differences in pupils.
346	Internship Programs:	A program for advanced students or recent graduates in a professional field who are getting practical experience under the supervision of an experienced worker.
348	Lecture Programs:	Educational programs or courses presented by a lecturer who seeks to create interest; to influence, stimulate, or mold opinion; to promote activity; to impart information; or to develop critical thinking; largely by use of the verbal message, with a minimum of class participation.
350	Liberal Arts Programs:	Any education that is broad and general, rather than narrow or specialized, and as preparation for living rather than for earning a living. Typically the program offered by an academic high school or liberal arts college.

352	Library Utilization Programs:	Educational or training programs for professional or nonprofessional personnel in the use of the library facility and its materials and equipment.
354	Mass Media Programs:	Educational programs utilizing any combination of radio, television, motion pictures, the press, books, etc. that are directed, not to a specific student or group of students, but to the general public.
356	Nongraded Programs:	Educational programs in which the grade lines are eliminated for a sequence of two or more years. An ungraded or nongraded class is likely to contain pupils of different ages who, frequently, are identified according to level of performance in one or more areas of instruction rather than according to grade level or age level.
358	On-The-Job Programs:	Supervision and other supplemental instruction furnished to a learner while he is employed as a beginner or trainee in the regular duties of a position or job for which wages are paid.
360	Programmed Instruction Programs:	Educational programs in which the subject matter is arranged in carefully planned sequences or frames using cues or prompts to elicit responses and providing immediate confirmation of the validity or error of the response.
362	Remedial Programs:	Special instruction intended to overcome in part or in whole any particular deficiency of a pupil not due to inferior general ability, e.g. remedial reading instruction for pupils with reading difficulties.
364	Self-Directed/Independent Programs:	Programs of study carried on with a minimum or a complete absence of external guidance.
366	Sequential Programs:	An educational program in which the presentation of various aspects of content and learning experiences is in a logical order.
368	Special Education Programs:	The education of the deaf, blind, partially seeing, mentally subnormal, gifted, etc. who deviate so far physically, mentally, emotionally, or socially from the relatively homogeneous group of so-called "normal" pupils that the standard curriculum is not suited for their educational needs.

370	Summer Programs:	Educational programs conducted during the summer months, during the period between the end of one regular school term and the beginning of the next regular school term.
372	Supplementary Programs:	A program that is offered as supplemental or additional training to persons in school or on the job.
374	Team Teaching Programs:	Any educational program in which a group of teachers share responsibility for planning, organizing, presenting, and evaluating the educational experiences of students who might be of different grade levels.
376	Technological Programs:	Programs that emphasize the application of principles rather than their theoretical development.
378	Terminal Programs:	(1) Programs of college education that are completed in less than 4 years and do not lead to degrees; (2) The completion of formal, full-time education.
380	Tutorial Programs:	Educational programs conducted by a member of an instructional staff or by a student who, through private conferences, instructs and examines students.
382	Unified Studies Programs:	Any instructional program that is unified and integrated by breaking down the boundaries between related fields of study and effecting a fusion of such subject fields.
384	Year Round Programs:	(ALL YEAR PROGRAMS) An educational program or curriculum that is operated throughout the calendar year.
400	Pupil/Student Personnel Services:	Nonteaching services concerned with the total welfare of pupils, e.g., guidance services, health services, school psychological services, speech pathology and audiology, school attendance and social work services, etc. (Note: If a specific pupil personnel service is mentioned, the code for the specific service should be used.)
410	Guidance and Counseling:	Individualized and personalized assistance in which school and community resources are marshaled by a counselor to help the student achieve the optimum adjustments of which he is capable; individualized assistance through personal interviews in which the student is aided in the making of his own decisions and

		choices, and through referral to personnel specialists for professional and personal assistance with problems and adjustments.
411	Career Counseling:	A counseling process in which the pupil is assisted in utilizing his aptitudes and abilities to attain realistic career goals.
412	Educational Counseling:	A counseling process in which the pupil is assisted in planning and preparing for his immediate and future educational program.
413	Personal/Social Counseling:	A counseling process in which the pupil is helped to resolve matters of personal and/or social concern.
414	Placement Services:	Activities organized to help place pupils in appropriate educational situations while they are in school, in appropriate part-time employment while they are in school, and in appropriate educational and occupational situations after they leave school.
415	Followup and Evaluation Services:	Activities organized to determine what is happening to pupils while they are in school and after they have left school (either as graduates or dropouts) so that the instructional program and guidance services may be examined in terms of the effect they have on the lives of pupils.
420	School Health Services:	Services to care for the health needs of students, administered by professional health personnel working cooperatively with a school. Sometimes includes services which seek to bring each pupil into optimum condition to profit from the educational program to the end that no child will be deprived of an effective education because of a physical condition.
421	Health Appraisal:	The identification of visual or hearing problems, the conduct of periodic physical examinations, testing for tuberculosis, etc.
422	Nursing Services:	Pertaining to the school nurse's job of providing skilled health care to students.
423	Dental Services:	Activities such as dental screening, prophylaxis, filling of cavities, and other dental services that are conducted in the school.
424	Psychiatric Services:	Includes the activities of the psychiatrist and the psychiatric social worker who work cooperatively with the school.

425	Immunization Programs:	Activities concerned with the provision of one or more immunizations required and/or provided.
426	Food Programs:	Any service providing for the control and supervision of food programs for school children, e.g., school breakfast and lunch programs.
430	School Psychological Services:	Programs in which a psychologist conducts case studies of individual pupils, assists other staff members in interpreting the behavior of pupils, etc.
431	Psychological Testing:	(ADMINISTRATION OF TESTS) Direction and management of psychological testing, including the administration of standardized tests and inventories of ability, aptitude, achievement, interests, and personality. (INTERPRETATION OF TESTS) Analyzing the results of group and/or individual psychological tests in order to interpret pupils' intellectual, emotional and social development.
432	Psychotherapy:	A process that takes place when there is a relationship between a staff member as counselor and a pupil as counselee in which the pupil is helped to perceive, clarify, solve, and resolve adjustment problems.
440	Attendance Services:	Activities such as prompt identification of patterns of nonattendance, promotion of positive pupil and parental attitudes toward attendance, analysis of causes of nonattendance, enforcement of compulsory attendance laws, etc.
445	Audiological Services:	Activities organized for the identification of students with hearing loss; determination of the range, nature, and degree of hearing dysfunction; referral for medical attention; auditory training, speech reading, lipreading, etc.
450	Social Work Services:	Activities concerned with the assistance of students in the solution of individual adjustment problems through work in homes and with community agencies and organizations; program usually conducted by a school social worker (visiting teacher).

455	Speech Pathology Services:	Activities organized for the identification of students with speech disorders, diagnosis and appraisal of specific speech disorders, referral for medical or other professional attention necessary to the habilitation of speech disorders, and counseling and guidance of students, parents, and teachers as appropriate.
460	Student Housing:	Activities organized for the provision of dormitories and of living quarters for students.
500	Educational Personnel:	The administrative and supervisory officials, teachers, and other personnel employed in a school system or other educational institution in order to carry on educational programs.
510	Preparation:	All of the formal and informal activities and experiences that qualify persons to assume responsibilities or roles in the field of education.
511	Teacher Exchange Programs:	All of the informal or formal activities and experiences in a program where one teacher is brought into an educational institution from another school, usually for a year, to replace one who has likewise left his regular position temporarily to teach in another school, often in another country.
521	Certification:	The act of designating persons whom public boards of education may legally employ in public schools and of issuing teaching certificates to qualified persons.
522	Orientation:	Any activities for educational personnel which are designed to make those personnel aware of such factors in the school system environment as rules, traditions, educational offerings, etc. for the purpose of facilitating effective adaptation.
523	Recruitment/Selection:	(RECRUITMENT) The process of attracting and persuading capable persons to prepare for and to enter the educational professions. Usually it is associated with appeals to high school graduates and college students. (SELECTION) The process of securing information about applicants for educational positions, and appointing the applicants best qualified for the positions in question.

524	Salaries/Benefits:	(SALARIES) Any activity concerned with the fixed compensation paid regularly to educational personnel. (Note: For "salary raises", use code 527 - "Promotion".) (BENEFITS) Any activity concerned with employment benefits for educational personnel such as pensions; paid holidays; health, life, or disability insurance; social security; tenure; sick leave; savings plans; sabbatical leave; credit unions; etc. that are granted by the employer and involve a money cost without affecting basic wage rates. (Note: For "Retirement", use code 528.)
525	Evaluation/Rating:	(EVALUATION). The estimation or measurement of the preformance of educational personnel based on one or more criteria such as pupil achievement, pupil adjustment, pupil behavior, and the judgment of school officials, parents, pupils, or teachers. (RATING) The systematic evaluation of work in relation to such factors as achievement, personality, and participation in extraclass/extraoffice activities and community affairs.
526	Placement/Transfer:	(PLACEMENT) Any activity concerned with the process by which teachers or other personnel obtain teaching or other educational positions. (TRANSFER) The removal of teachers or other educational personnel in a school system, and their assignment to other positions of same or different rank with the same system.
527	Promotion:	Any activity concerned with the advancement in position or salary of educational personnel.
528	Retirement:	Any activity concerned with the permanent withdrawal of a teacher or other educational personnel from active participation in educational activities by reason of age or length of service.
530	Individual Characteristics Influencing Performance:	Any trait, quality, or property that distinguish educational personnel as individuals.
531	Attitude:	A readiness to react toward or against some situation, person, or thing, in a particular manner. For example, reacting with love, hate, fear, or resentment to a particular degree of intensity.

532	Background:	The person's life history or past career; the environmental conditions or circumstances, especially of childhood and youth, that form or contribute to the formation of an individual's character, personality, and cultural makeup.
533	Experience:	Knowledge, skill, or practive derived from direct observation or participation in events; practical wisdom resulting from what one has encountered, undergone, or lived through; the sum total of the conscious events that make up an individual life.
534	Status/Prestige:	(STATUS) Position or rank in relation to others; relative rank in a hierarchy of prestige. (PRESTIGE) One's standing or estimation in the eyes of others.
535	Motivation:	Broadly considered, the activities of arousal, sustenance, and regulation; a concept limited to some aspect such as the energetics of behavior or purposive regulation.
536	Conduct:	Behavior is a particular situation or relation, or on a specified occasion; a mode or standard of personal behavior especially as based on moral principles.
537	Role Perception:	A role is a set of expectations about how a person in a given position in a social systen should act and about how the individuals in reciprocal positions should act. "Role Perception" is the way a person sees his own role.
538	Self-Concept:	Those parts of the phenomenal field which the individual has differentiated as relatively stable and definite parts or characteristics of himself; a person's conception of his integral unity as he moves from one role to another; the way a person sees himself.
540	General Influences on Performance:	Anything other than the individual characteristics of educational personnel (See code 530) which could influence their professional performance.

541	Institutional Conditions:	Attendant circumstances or existing state of affairs at an educational or other institution or organization, e.g., classroom lighting, administrative organization, class size, etc.
542	Peer Relationship:	The relationships with individuals of one's own group, especially when group membership is determined by age, grade or status.
543	Professional Growth Opportunities:	A combination of circumstance, time, and place suitable for an increase in subject-matter knowledge, teaching or administrative skill, efficiency, and insight into educational problems, with a concomitant increase in success as an educator.
544	Relationship with Students:	The reciprocal influences between students and educational personnel.
545	Supervisory Relationship:	The reciprocal influence that any educational personnel and his supervisor exert upon one another, e.g., principal - supervisor, school psychologist - principal, teacher - principal, etc.
546	Work Load:	The amount of work or working time expected from or assigned to an employee; the total amount of work to be performed by a department or other group of workers in a period of time.
600	Educational Facilities/ Equipment/Other Material Resources:	Something built, installed, or established to have a function related to education. Includes the following: (1) pieces of land, buildings, building sites, or parts of buildings; (2) nonexpendable items such as furniture, machinery, apparati, and books, whose parts are replaceable and repairable, the whole retaining its identity and utility over a period of time; and (3) such "supplies" as paper and pencils.
602	Architectural Elements:	Building materials that satisfy the architectural requirements of building construction, e.g., carpeting, flooring, roofing, acoustic insulation, etc.
604	Assembly Facilities/ Equipment:	Any room, hall, or entire building, and the equipment therein, especially designed for stage and film presentations, concerts, recitals, lectures, and audiovisual features and activities.

606	Classroom Buildings:	Buildings containing rooms in which students meet for instruction under the direction of a teacher.
608	Classroom Furnishings:	The movable articles required for use or ornament in a classroom (other than textbooks or reference books, code 668); e.g., desks, globes, bulletin and black boards, maps, wastebaskets, chairs, etc.
610	Classroom Libraries:	Branches of school libraries often set up in individual classrooms because of limited access to a main library but, more often, because of a need for library materials of a specific subject orientation.
612	Clearinghouses:	Agencies for collecting, classifying, and distributing educational information, esp. information or other data requiring wide distribution.
614	Computer Based Laboratories:	Places equipped with computers devoted to organized activities involving experimentation and/or observation in a field of study.
616	Deaf - Blind Centers:	Educational institutions for persons having hearing and/or vision so defective as to be non-functional for the ordinary purposes of life.
618	Dining Facilities/Equipment:	Facilities used for the taking of food, generally with a kitchen; all the equipment used in the preparation and serving of food.
620	Educational Broadcast Facilities/Equipment:	Any building, room, or other facility, and the equipment therein, devoted to broadcasts intended for classroom use, or for any program intended primarily to present an educational message.
622	Educational Complexes:	The grounds and buildings of institutions of education, e.g., university/college campuses, educational parks, etc.
624	Electronic Facilities/ Equipment:	Educational resources concerned with the design, development, or use of electronic equipment (devices involving the flow of electrons in vacuums, gaseous media, and semiconductors).
626	Flexible Facilities/ Equipment:	Facilities and equipment which are capable of responding to changing or new situations.

628	Health Facilities/Equipment:	Facilities and equipment provided for the examination, diagnosis, and treatment of health conditions.
630	Instructional Materials Centers:	Facilities for the development and/or use of the processes, methods, materials, devices, and techniques employed in teacher-learner communication.
632	Laboratory Equipment:	Any apparatus, device, or material used in a building or part of a building where scientific tests, experimentations, or investigations are conducted or where chemicals, medicines, etc. are discovered, analyzed, or manufactured.
634	Land:	Any part of the earth's surface designated as educational property.
636	Language and Area Centers:	Educational centers devoted to the study of language carried on jointly by linguists, humanists, social scientists, and historians.
638	Language Laboratories:	Rooms equipped for language instruction in which tape recorders, projectors, record players, and other devices are used singly or in combination.
640	Library Equipment:	Furniture and fittings of a library--stacks, tables, lamps, books, audiovisual equipment, etc.
642	Mechanical Teaching Aids:	Tools or machines which facilitate learning.
644	Mobile Facilities/Equipment:	Facilities and equipment designed for travel and relocation with a minimum of set up and dismantling.
646	Physical Education Facilities/Equipment:	Buildings or areas, with associated equipment, where activities are held for the purpose of promoting desirable physical development, motor skills, and applicable attitudes and habits of conduct.
648	Parking Facilities:	Buildings or sections of school or college grounds set aside for the parking of automobiles and other vehicles by visitors, staff, or students.
650	Public Libraries:	Libraries that serve all residents of a community, district, or region and that receive all or part of their financial support from public funds.

652	Recreational Facilities/ Equipment:	Any area or any building, pool, or other permanent construction, with associated equipment, used for recreation purposes.
654	Regional Educational Labs:	Nonprofit agencies devoted to (1) engineering educational alternatives using reliable strategies to accelerate educational innovation, and (2) responding to regional and national educational problems.
656	Rehabilitation Centers:	Facilities devoted to the restoration of physical or emotional well-being through education and training.
658	Research & Development Centers:	Facilities of universities, colleges, and state education agencies devoted to basic and applied research and the dissemination and utilization of such research; commonly financed through cooperative arrangements with the U.S. Office of Education.
660	Residential Facilities/ Equipment:	(1) Living accommodations for students and instructional staff members. (2) Boarding schools or comparable facilities, and the equipment therein, offering services to atypical children of school age and having a curriculum similar to that of public elemtary and high schools but special teaching methods and equipment.
662	School Libraries:	Facilities within a school which house books and other materials of communication for reading, listening, or viewing purposes; also, collections of books and other materials of communication.
664	Science Teaching Centers:	Places organized to provide a broad range of services and activities relating to science education.
666	Study Centers:	Areas set aside for independent or supervised learning and problem solving.
668	Textbooks and Reference Books:	(TEXTBOOKS) Books dealing with a definite subject of study, systematically arranged, intended for use at a specified level of instruction and used as a principal source of study material for a given course. (REFERENCE BOOKS) Books used for the purpose of obtaining information, e.g., dictionary, encyclopedia.

670	Training Centers:	Any facility or area devoted to the planned and systematic sequence of instruction under competent supervision designed to impart predetermined skills, knowledge, or abilities with respect to designated occupational objectives.
700	Educational Role:	The functions of education, or the set of expectations from education, with respect to society.
705	Relevance of Instruction:	The pertinence of the curriculum being taught, for the purpose of suiting instructional offerings to the backgrounds, experiences, present interests, and future needs of the students.
710	Community Development:	The process of socialization in which the people of a community are organized in such a way that they are able to (1) define their common and individual needs; (2) make group and individual plans to meet their needs and solve their problems; (3) execute these plans with a maximum of reliance upon community resources; and (4) supplement these resources when necessary with services and materials from government and other agencies outside the community.
715	Manpower Development:	The development of human resources; the upgrading of available or competent people within a labor force.
720	Information Dissemination:	The process of broadcasting, publicizing, and generally diffusing information.
725	Equal Educational Opportunity:	The same extent of availability of learning experiences for all individuals within a society regardless of the individuals' race, sex, religion, etc.
730	Urban Development:	The expansion and growth of people in urban settings through participation, action, demonstration, and planned programs carried out by local leaders, with a maximum of self-help motivation.
735	Rural Development:	The process of balancing improved agricultural methods with industrial and business development, and mobilizing the resources of low-income rural areas in order to meet the economic and social needs of rural communities.

740	Information Services:	The efforts of mass media, foundations, schools, libraries, etc. to furnish condensed answers to questions and to meet individual requests for special information.
745	Employability:	The process of making students physically and mentally capable of earning a wage at a regular job and available for the job.
750	Individual Fulfillment/ Dignity:	The realization of full potentialities, complete development, and intrinsic worth.
755	Social Development:	Development of the individual as a result of his interaction with people, social institutions, social customs, social organizations, etc.; growth of the culture of the group in the direction of the more complete satisfaction of the needs of its members.
760	Technological Advancement:	Furtherance of scientific knowledge through intentional and decisive efforts.
800	Financial Assistance:	A program designed to assist a person, group, or institution in the paying of expenses.
810	Student Assistance:	Any program giving students financial assistance in paying educational expenses; this assistance is usually granted on the basis of academic promise, personal integrity, and need.
811	Grants and Work-Study Programs:	(GRANTS) Contributions by a governmental unit to another unit, often by a larger unit to a subordinate one, to make available the benefits of higher education to qualified students of exceptional financial need; the amount and specific purpose of the funds and period of time during which they are expendable are usually specified. (WORK-STUDY PROGRAMS) Part-time employment of students, particularly students from low-income families, who are in need of earnings in order to pursue their courses of study.
812	Subsidized Insured Loans:	Guaranteed direct pecuniary aid furnished by a government to an institution for making low-interest, long-term loans to students to enable them to pursue their courses of study.
813	Direct Loans:	Pecuniary aid given directly to the student, usually for study in a vocational school.

820	College Fellowships:	Endowments or foundations for the support of graduate students.
830	Institutional Assistance:	Pecuniary aid to educational institutions which possess the desire and potential to improve the quality of their academic, administrative, and student services programs but which have been deterred in this effort primarily through a limitation in resources.
900	Miscellaneous Areas of Project Focus:	Any area of project focus (scope, point of concentration) not covered by the other categories within the "Project Focus" taxonomy dimension.
905	Basic Studies in Education:	Any study of the general facts and principles that are fundamental to the science of education.
910	Educational History:	A division of history concerned primarily with the history and development of educational theories and practices from the earliest period to the present.
915	Theory of Learning:	Theory of the general nature of learning and the conditions under which learning takes place; providing for a logical framework or systematic ordering of the facts that have been thus traditionally or uncritically designated as the facts of learning.
920	Communication Theory and Practice:	Interdisciplinary study (not a theory) dealing with the transmission of messages or signals, or the communication of information.
925	Linguistics:	Study of human speech in its various aspects (as the units, nature, structure, and modification of language, languages, or a language, including especially such factors as phonetics, phonology, morphology, accent, syntax, semantics, general or philosophical grammar, and relationship between writing and speech).
930	Library Science:	The knowledges and skills by which printed or written records are recognized, collected, organized, and utilized.

935	Information Science:	The entire continuum of information transfer; the flow or handling of information from the writing of literature by an author; through its editing, printing, publishing and distribution by the publisher; through indexing, abstracting, and distribution in reference journals; through acquisition, organization, and storage, and promotion of its use in an information center; and through its use by another author and perhaps, the production of new literature.
940	Educational Philosophy:	A careful, critical, and systematic intellectual endeavor to see education as a whole and as an integral part of man's culture; any philosophy dealing with or applied to the process of public or private education and used as a basis for the general determination, interpretation, and evaluation of educational problems.
945	Educational Trends, Needs, and Goals:	Pertaining to (1) the prevailing inclination, tendency of movement, or line of development in education; (2) the conditions in education that require supply or relief; or (3) the ends toward which educational efforts are directed.
950	Theory of Behavior:	Conception of the task of psychology as the determination of the relation of stimulus to response, both of these as measured in physical units.

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TYPE OF ACTIVITY

DEFINITIONS

100	Basic Research: (RESEARCH -- CASE Category #1)	Research directed toward correlating sense experience with a total structure of thought and understanding in such a way that the resulting coordination is complete and convincing.
	Applied Research:	Research derived from fundamental or basic research and directed toward demonstrating that the fundings from fundamental research may be applied in new and presumably useful processes.
110	Questionnaire:	A list of written questions related to a particular topic, with space provided for indicating the response to each question, intended for submission to a number of persons for reply; commonly used in normative survey study and in the measurement of attitudes and opinions.
	Interviews:	A consultation or face-to-face meeting, often involved in guidance activities.
	Surveys:	An investigation of a field to discover current practices, trends, and/or norms; may or may not include recommendations based on data gathered.
	Critical Incidents:	Method for determining needed abilities for a particular task in order to establish standards or make inferences; a method of investigation by gathering observations of human or other animal activity that are complete enough to permit inferences about the performer and occur in a situation where the intent and consequences seem fairly clear to the observer.
120	Case Histories:	An organized collection of personal data obtained about a particular student being counseled; a chronological account of the events which led up to some crucial situation in the individual's life; a summary of facts concerning an individual's or a family's behavior environment, family background and personal history, to which may be added a cumulative record of current information, including test results and anecdotal records.

	Longitudinal Studies:	A study that follows a case or group over a period of time; includes genetic study, follow-up study, growth study, and experimental growth study; its purpose may be to gather normative data on growth, to plot trends, or to observe the effects of special factors.
	Cross Sectional Studies:	The study of a large number of variables (persons, anatomical structures, psychological functions) at a single period of time; a status study; contrasted with longitudinal study.
130	Literature searches:	The methodical investigation of all published sources for information bearing on a scientific or technological subject.
140	Experiments:	The trial of a planned procedure accompanied by control of conditions and/or controlled variations of conditions together with observation of results for the purpose of discovering relationships and evaluating the reasonableness of a given hypothesis; the administration, under controlled conditions, of treatments to a group or groups that have been specifically constituted for the purpose and the analysis of the effects produced or induced in the subjects or units as a result.
150	Methological Studies:	Studies determining or investigating the procedures actually used in a particular research study; a study of the principles and methods used in the search for facts and truths.
160	Systems Research:	Investigation directed toward discovering general principles applicable to the design and development of new systems, including those of which men are a part, and therefore including the characteristics of men in relation to the instruments and machines used.
200	Development: (DEVELOPMENT -- CASE Category #1)	An extension of basic or applied research through which laboratory findings are reduced to practice; a sequence of continuous change in a system, extending over a considerable period of time.
210	Planning studies:	The establishment of broad goals, policies and procudures to be used in the investigation of a particular topic; the initial stage in designing a study.

220	Design Studies:	A study devoted to selecting the means and contriving the elements, steps and procedures for producing what will adequately satisfy some need; the second stage is planning a study.
230	Establishment of Resources:	A study or project devoted to providing, in a permanently or relatively enduring position: (a) a source of supply; (b) an agent, tool, or device; and/or (c) a source of revenue; the final stage in planning a study.
240	Production (Development):	Projects primarily concerned with the act or process of producing, bringing forth, or making of activities or goods, such as: instructional materials, instructional programs, curriculum development, and instructional methods and techniques.
300	Evaluation:	The process of ascertaining or judging the value or amount of something by careful appraisal; consideration of evidence in light of value standards and in terms of the particular situation and the goals which the group or individual is striving to attain.
310	Research/Development on Evaluation (CASE Category #1)	Applying research findings to judge the value of something and bring about continuous change in it.
320	Program Evaluation:	A careful appraisal of a specific overall plan of action or of an overall plan for carrying out a task or investigation.
	Program Monitoring:	The process of appraising the regulation and control of a program.
321	Program Content:	Any study or project primarily concerned with the appraisal of the subject matter dealt within a program.
322	Program Impact:	Judging the general effect of an educational program; appraisal of the results, achievement, efficiency, etc. of the program of educational offerings.
	Program Effectiveness:	Appraisal of the appropriateness of a program and the adequacy of its instructional offerings.
323	Program Strategy:	Appraisal of the general procedure followed during an educational program.

	Program Process:	Judging the effectiveness of the succession of related changes in a program, and/or the continuing operation of the program, marked by a series of gradual changes that succeed one another in a relatively fixed way and lead toward a particular result.
330	Institutional Evaluation:	The process of studying and analyzing the strengths and weaknesses of an institution.
340	Evaluation of Instruction-Related Areas:	Appraisal of the individuals and the means and materials they use to teach students.
341	Evaluation of Personnel:	Appraisal of general characteristics of school personnel, e.g. professional preparation, nature and duration of experience; difficulty level of job assignments, etc. Teachers might be evaluated according to their teaching load, their certification status, the achievement level of their pupils, their rating by school officials, their self-rating, etc.
342	Evaluation of Media/Materials:	Appraisal of any device, vehicle or presentation, or experience which is used for teaching purposes, e.g., evaluation of textbooks, reference books, audiovisual materials, equipment, etc; includes information analysis.
343	Evaluation of Methods/Techniques:	Appraisal or judgment of the systematic way in which facts or concepts are taught; e.g. evaluation of programmed instruction technique, lecture method, discussion method, etc.
344	Evaluation of Other Instruction-Related Areas:	Appraisal of other specific educational areas which do not fit under codes 341, 342, or 343.
350	Miscellaneous Areas of Evaluation:	Appraisal activities not related to educational evaluations.
351	Sensory Evaluation:	The assessment of children in terms of their ability to perceive; including appraisal of a person's ability to hear, speak, feel, taste, and smell.
352	Medical/Dental Evaluation:	Medical: a physical examination by a physician to determine the health status of a person; Dental: a physical examination of a person's oral cavity to determine its overall condition.

353	Psychological Evaluation:	The measurement, observation, and evaluation of a person by a clinical psychologist to determine the behavior capacities and personality characteristics of that individual.
400	Training:	Projects pertaining primarily to the process of helping others to acquire skills and knowledges w/o reference to any great meaning for the individuals learning to perform the skills or to verbalize the knowledges, these being performed at the instance of conditioned cues.
410	Fellowships: (CASE Category #2)	A position in a college or university, held by a graduate student and carrying a stipend to assist him in continuing his study, sometimes involving some service to the institution along the line of the student's special academic interest; an endowment or foundation for the support of a graduate student; an honorary position bestowed upon a graduate student.
	Traineeships: (CASE Category #2)	A scholarship program generally for graduate students where the student holds a job related to his career objectives.
	Assistanceships: (CASE Category #2)	A work scholarship for college students, usually at the graduate level, carrying a stipend, and frequently, exemption from fees.
420	Institutes:	An arrangement for lectures and discussion sessions on a limited subject or theme, usually more intensive than conventions or conferences but less elaborate than workshops.
430	Work Experience Programs:	A program that provides for alternation of study in school with a job in industry or business, the two experiences being so planned and supervised cooperatively by the school and the employer that each contributes definitely to the student's development in his chosen occupation; work periods and school attendance may be on alternate half-days, days, weeks, or other periods of time.
440	Seminars:	A form of class organization in higher education in which a group of advanced students engaged in research or advanced study meets under the general direction of one or more staff members of the college or university for a discussion of problems of mutual interest.

450	Team Training:	A vocational program where students are trained by a team of teachers who share responsibility for planning, organizing, presenting and evaluating the educational experiences of the students, who are of different grade levels; often involving specialists and subprofessionals.
500	Support: (CASE Category #5)	Money or money's worth provided for the operation, maintenance, and development of an institution or activity.
510	Institutional Support:	Provision of money, equipment, manpower, or materials to an institution for a specified purpose or for general use by the institution.
520	Program Support:	Financial or other assistance directed toward the development or improvement of an educational program.
530	Student Support:	Partial or total financial assistance for a student in an educational institution.
540	Materials Support:	Total or partial financial assistance directed toward the purchase of materials or equipment; actual provision of materials or equipment.
600	Dissemination:	The broadcast or distribution of information to wide groups of users.
610	Research/Development on Dissemination:	Support of applied R & D on educational dissemination systems and the development and testing of dissemination models and strategies.
620	Spread of Programs and Validated Practices:	Efforts to achieve faster national use of the tested education products resulting from major educational development efforts through the provision of information nationally about such validated education programs and by increasing interpersonal communication about improved educational practices; includes efforts to facilitate the commercial marketing of materials.
630	Development of National Communication Links:	Efforts to encourage state-federal communication planning and liaison activities; funds for the support of pilot communication programs for local needs; provision of technical assistance for development of dissemination and installation programs; and the coordination of OE dissemination efforts with those of professional, commercial, and other private organizations.

640	Access to Current Information:	Operational activities to assure access to current information on education such as the operation of ERIC for acquisition, storage, retrieval, dissemination of reports and other information; support of pilot regional centers for computer search of the ERIC report literature; dissemination of ERIC master magnetic tapes; the operation of the Educational Materials Center; the provision of training for State and local educational agency personnel in the utilization of ERIC services.
650	Dissemination of Interpreted Information:	Preparation and dissemination of decision-oriented interpretations of current research and practice literature; includes activities of the Target Communications program and dissemination through the PREP (Putting Research into Educational Practice) program.
651	Bibliography Development:	The compilation of a list of books, articles, maps, etc. relating to a particular subject or person; a list of the works of a particular writer.
660	Demonstrations:	The establishment and conduct of an activity which has already been developed and tested, for the purpose of demonstrating its method of operation, performance or results to facilitate wide application.
670	General Program Dissemination:	Use of the media, publications, etc. to inform program recipients, program beneficiaries, and the general public of the activities of the Department and of the Office of Education.
700	Provision, Construction, & Remodeling of Facilities & Equipment:	Capital outlays for land acquisition and improvements, architectural design, construction of buildings and structures, capital equipment built-in at the time of construction, major remodeling, equipment budgeted as a part of a construction project, computers.
710	Educational Facilities: (CASE Category #3)	Building or remodeling of school and library facilities and structures and other educational facilities and built-in equipment.
720	Research and Development Facilities/ Equipment Activity: (CASE Category #4)	Building or remodeling of school facilities particular to research and development projects.

730 Broadcast Facilities/Equipment Activity:	Building or remodeling of a building, room, or other facility devoted to broadcasts intended for classroom use, or for any other program intended primarily to present an educational message.
799 Provision, Construction, and Remodeling of Other Specific Facilities/Equipment	Building or remolding of other educational facilities related to a specific educational activity not included in codes 710, 720, or 730.

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III - [illegible]
C - CASE Code
H - HEGIS

SUBJECT MATTER

DEFINITIONS

100	Agriculture:	Studies in elementary, secondary, and adult education related to the science or art of cultivating the soil, harvesting crops, and raising livestock.
101	Agricultural Production: VI 01.01 00 00 00	The planning related to and the economic use of facilities, land, machinery, chemicals, finance, and labor in the production of plant and animal products.
101	Animal Science: VI 01.01 01 00 00 C 51	Concerned with the study and with the operations dealing with theories, principles, and practices involved in producing animals and animal products for economic and other uses.
102	Plant Science/Soil Science: VI 01.01 02 00 00 C 51	(PLANT SCIENCE)concerned with the study and operations dealing with principles and practices involved in the culture and production of agricultural plants. (SOIL SCIENCE) The study of the physical and chemical properties of the several tactural classes of mineral soils as they relate to plan production.
103	Agricultural Supplies and Services: VI 01.02 00 00 00	The provision of consumable supplies used in the production phase of agriculture, including processing, marketing, consulting, and other services.
104	Agricultural Mechanics: VI 01.03 00 00 00	A combination of subject matter and activities designed to develop abilities necessary for assisting with and/or performing the common and important operations or processes involved in the selection, operation, maintenance, and use of agricultural power, agricultural machinery and equipment, structures and utilities, soil and water management, and agricultural mechanics shop.
105	Agricultural Products (Food): VI 01.04 00 00 00 VI 01.04 01 00 00	Information, science principles, and management decisions concerned with agricultural competencies in the food technology occupations, including processing, marketing, inspection and services. The products include meat, fish, poultry, eggs, dairy products, fruits, vegetables, cereal grains, and other foods and beverages.
106	Agricultural Products (Nonfood): VI 01.04 02 00 00	Processing and marketing functions

	associated with nonfood products such as cotton, tobacco, wool, etc.
107 Ornamental Horticulture: VI 01.05 00 00 00	The culture of plants used principally for ornamental or aesthetic purposes, including arboriculture, floriculture, greenhouse operation and management, landscaping, nursery operation and management, etc.
108 Natural Resources and Forestry: VI 01.06 00 00 00	Concerned with the preservation and/or improvement of natural resources such as air, forests, soil, water, fish, and wildlife for recreation and economic purposes. Includes the establishment, management and operation of forest lands used for recreational purposes.
110 Art:	Studies in elementary, secondary, and adult education concerned with the conscious use of skill, taste, and creative imagination in the practical definition or production of beauty. (Note: Includes commercial art-lettering, the making of posters and cartoons, advertising layout, window display, etc.)
111 Art History and Theory: VI 02.01 01 00 00 VI 02 01 02 00 00	(ART HISTORY) The study of the hisotry, and evolution of art forms and symbols and their relationship to other historical data. (THEORY) The study of those aspects of philosophy, psychology, sociology, and other disciplines which relate to art topics, including aesthetics, criticism, creativity, perception, and cultural anthropology and professional education of art teachers and professional museum personnel.
112 Design and Decorating: VI 02 02 01 00 00	(DESIGN) A study of the relationship of visual forms, including the elements and principles affecting visual expression, e.g. two - and three - dimensional design, commercial design, advertising and graphic design, fashion design, technical and medical illustrations, etc. (DECORATING) The planning of color, form, space and tectural elements for interiors.
113 Crafts: VI 02.02 04 00 00	The conception and production of objects designed for use. Design quality and aesthetic and creative factors are emphasized. Includes metalwork and jewelry, pottery and ceramics, textiles, wood crafts, leather crafts, etc.

114 Drawing /Painting: VI 02.02 03 00 00 VI 02.02 06 00 00	(DRAWING) the process of producing work in a variety of wet or dry media including pencil, pen or brush and ink, crayon, chalk, or mixed media. (PAINTING) the process of producing work in a variety of media such as oil, water color, tempera, casein, synthetics, and mixed media.
115 Photography & Related Media: VI 02.01 07 00 00	Photography and related media work which emphasises, in addition to technical aspects, the artistic elements which distinguish this work from similar offerings in journalism, science, or vocational education. Includes studies in still or motion pictures, television, and other electronic equipment.
116 Printmaking: VI 02.02 08 00 00	The process of making prints, including intagio, relief, planographic, and stencil operations. (Note: Includes etching, engraving, lithography wood and linoleum arts, silk screen, calligraphy, and allied techniques. Does not include industrial printing.)
117 Sculpture: VI 02.02 07 00 00	The conception and creation of expressive forms by means of modeling, forming, carving, and constructing. Media may include clay, wood, stone, metal, wax, plaster, synthetics, found objects, and others.
120 Co-curricular Activities: VI 20.00 00 00 00	School-sponsored activities, under the guidance or supervision of qualified adults, designed to provide opportunities for pupils to participate in such experiences on an individual bases or in small or large groups, for purposes such as motivation, enjoyment, and improvement of skills. Participation is usually not required and credit usually is not given. Examples: academic activities such as clubs in art, biology, debate, dramatics, 4-H, photography, etc; athletic activities such as basketball, cheerleading, cross-country, football, golf etc; Music activities such as band, orchestra, choir, etc; school and/or public service activities such as class offices, laboratory and library assistanceships, student council, etc; and social activities such as Boy Scouts, Hi-Y, YMCA, etc. (Note: Does not include Junior ROTC.)

130 Distributive Education/ Business:	Education involving general business functions taught in order to prepare students to enter the field of selling and merchandising goods and services and to increase the efficiency of those already so occupied.
131 Advertising /Sales Promotion: XI [illegible]	Concerned with development, placement, and evaluation tasks performed by distributive employees and management personnel in demand creation and sales promotion activities utilizing displays, merchandising aids, and mass media in such enterprises as advertising agencies, display houses, retail and wholesale establishments and production industries.
132 Buying & Selling: XI 04.00 00 18 00	Organized learning experiences concerned with planning, obtaining, and controlling inventories of manufactured goods or raw materials for resale or processing; a study of the fundamentals of successful retail store selling or direct outside selling e.g. buying motives; practices in wholesale, retail, specialty salesmanship; sales presentations; consumer psychology, steps in the sales process; development of sales skills and techniques, sales management, management problems of the store buyer, brand policies, foreign buying, etc.
133 Credit & Collections: XI 04.00 00 28 00	The study of credit and its economic significance and relation to sales and profit objectives. Includes retail and mercantile credit factors affecting credit policies, the investigation and extension of credit, types of credit instruments, records and credit analysis, collection and systems procedures, and legal remedies for credit and collection problems.
134 Finance/ Insurance/ Investment: XI 04.04 00 00 00 III 04.13 00 00 00	(FINANCE) Learning experiences related to analysis and interpretation of financial concepts, procedures, and services, such as loans, exchange of securities and commodities, etc. (INSURANCE) Related to tasks performed by sales and management personnel for insurance carriers of all types, or by agents representing carriers and brokers dealing in the sale or placement of insurance contracts and carriers. (INVESTMENT) Learning experiences related to the tasks performed by employees and management personnel in institutions engaged in the commitment of

		funds with a view to minimizing risk and safeguarding capital while earning a return.
135	General Business/ Store Operations:	(GENERAL BUSINESS) Education enabling the student to understand, appreciate, and perform effectively those business functions of everyday living common to all people. (STORE OPERATIONS) Education relating to merchandising, including management functions, policies, and practices.
136	Marketing:	Learning experiences which are related to the tasks performed by distributive employees and management in an institution primarily concerned with investigating or analyzing the flow of goods and services from the producer to the consumer. Includes activities concerning marketing trends, international marketing, marketing management; problems met in the process of moving goods from the producer to the consumer, etc.
139	Real Estate: VI 04.17 00 00 00	Organized subject matter and learning experiences related to tasks performed by persons who act for themselves or as agents for others in real estate brokerages or other firms engaged in buying, selling, appraising, renting, managing, and leasing of real property.
140	Distributive Education/ Trade Education:	(DISTRIBUTIVE EDUCATION) Learning experiences designed to prepare persons to enter a specific trade concerned with selling and merchandising goods and services and requiring a high degree of skill. (TRADE EDUCATION) A phase of vocational education suitable to the needs of prospective and actual workers in specific fields.
141	Automotive and Petroleum Education: VI 04.03 00 00 00 VI 04.16 00 00 00	Subject matter and learning experiences related to the variety of sales and sales--supporting tasks performed by distributive employees and management personnel in retail, wholesale, or services establishments engaged in: (1) selling, renting, storing, or caring for cars and trucks, and in selling automotive parts, accessories, and equipment; or (2) distributing petroleum products.

142 Finance & Credit: XI 04 04 00 00 00	(FINANCE) Learning experiences related to the tasks performed by distributive employees and management personnel in institutions engaged in deposit banking and related financial services such as loans, money orders, exchange of securities and commodities, etc. (CREDIT) Learning experiences related to the tasks performed by distributive employees and management personnel in institutions engaged in extending credit, evaluating credit references, issuing credit ratings, etc.
143 Food distribution & services: XI 04 06 00 00 00 XI 04 07 00 00 00	Organized learning experiences related to sales and sales-supporting tasks performed by distributive employees and management personnel in establishments engaged in:(1) selling food for home preparation and consumption, or selling a general commodity line of food products at wholesale; or (2) serving prepared foods and drinks for comsumption on their own premises or at a place designated by the customer.
144 General Merchandise/ Apparel / Home Furnishings: XI 04 08 00 00 00 XI 04 02 00 00 00 XI 04 10 00 00 00	(GENERAL MERCHANDISE) Organized learning experiences related to sales and sales-supporting tasks performed by distributive employees and management personnel engaged in selling various types of merchandise at retail in department stores, junior department stores, variety stores, discount stores, and catalog houses (APPAREL) Related to the variety of sales, fashion coordination, and sales-supporting tasks performed by distributive employees and management personnel in retail and wholesale establishments primarily engaged in selling clothing of all kinds, including related articles for personal wear and adornment. (HOME FURNISHINGS) Related to various sales and sales-supporting tasks performed by distributive employees and management personnel in retail and wholesale establishments engaged primarily in selling home furnishings such as furniture, household appliances, floor coverings, draperies, and specialized lines of home items.
145 Hardware / Building Materials / Farm & Garden Supplies & Equipment: XI 04 09 00 00 00	Learning experiences related to sales and sales-supporting tasks performed by distributive employees and management personnel in selling one or more of the following product lines at retail, at wholesale, or to contractors: hardware, paint, wallpaper, lumber, building

		materials, supplies and equipment for home construction, or farm and garden supplies and equipment.
146	Hotel & Lodging: XI 04.11 00 00 00	Learning experiences related to the tasks performed by distributive employees and management personnel in establishments which provide lodging, meals, convention facilities and other services on a year-round or seasonal basis to the general public or to an organization's membership.
147	Personal services: XI 04.15 00 00 00	Learning experiences related to the tasks performed by sales and management personnel in establishments primarily engaged in providing services concerned with personal improvement and the care of a person or his apparel e.g. laundries, dry cleaning establishments, shoe repair shops, funeral homes, photographic studies, and dance or art studies.
148	Transportation: XI 04.19 00 00 00	Organized learning experiences related to the physical movement of people, personal effects and products, and the sales, storing, and sales-supporting tasks performed by distributive employees and management personnel in enterprises engaged in passenger and freight transportation, public warehousing, and services incidental to transportation.
150	English language Arts:	Learning experiences designed to teach control and proficiency in the use of the English language; includes reading, language (oral and written), speech, spelling, and handwriting.
151	Reading: XI 25.01 01 00 00	Instruction designed to develop the skills necessary to perceive and react to patterns of written symbols and translate them into meaning. Includes reading readiness, beginning reading, developmental reading programs, basal reader programs, individualized reading programs, oral reading, initial teaching alphabet, etc.

152 Handwriting: VI [illegible].07 04 00 00	Instruction designed to assist pupils in learning the processes and developing the skil's involved in a style of handwriting which makes use of variations of printed letter forms.
153. Spelling & Vocabulary Building: VI 05 07 03 00 00	(SPELLING) Organized subject matter, experiences, and learning activities concerned with developing the mind-eye-hand coordinations and memory involved in ordering letters into whole words according to standard written usage. (VOCABULARY BUILDING) A growth in the stock of words employed in a language by a person.
154. Linguistics: VI [illegible].02 [illegible] 01 00 C 74	The descriptive, historical, and theoretical study of language, including its nature, structure, varieties, and history, the sound system (phonology), grammatical system (morphology, syntax), lexical system, and writing system.
155 Literature: VI 05 07 02 00 00	The study of printed materials which have noteworthy content and excellence of style, and which may be identified by country, type, and/or period of time. Includes biography, drama, essay, fiction, and poetry, and myths or legends, children's literature, humanties, etc. (Note: "dramatic literature" should be indexed under "Dramatic Arts 158")
157 Composition: VI 05.04 00 00 00	Learning activities concerned with the art of selecting, combining, and arranging words in connected discourse. Includes logic, rhetoric, general semantics and journalism.
158 Dramatic Arts: VI 05 05 00 00 00	Subject matter and experiences concerned with a wide range of studies and activities including playwriting, dramatic literature, scenic design, acting, directing, and the supporting arts and crafts of the theater and selected aspects of radio, television, and film.
160 Engineering-Related Technical Education: VI 16.01 00 00 00	Application of scientific and engineering knowledge and methods combined with technical skills necessary in the support of engineering activities. Persons prepared in this technology are a part of the engineering manpower team which includes the skilled craftsman, the technician, and the engineer.

161 Aeronautical/astronautical: VI 16.01 02 00 00 C 41 C 42	A planned program of classroom and laboratory experiences, including mathematics, the physical sciences, and a combination of aerodynamics structures, materials, and electronics as applied to the design, testing, and development of aircraft for flight in the atmosphere or in space. Included is the study of propulsion, control, and guidance systems for airplanes and spacecraft, and the collection of pertinent engineering data in a research and development activity.
162 Chemical: VI 16.01 05 00 00 C 43	A program of instruction designed to provide the pupil with knowledge of scientific principles, mathematical concepts, and communicative and technical skills combined with appropriate laboratory experiences which will enable him to be supportive to professional personnel in the chemical field. The subject matter emphasizes qualitative, quantitative, and analytical analysis in general and organic chemistry. Study includes material handling, crushing, grinding, and sizing. By pilot-plant operation the pupil studies the machinery and methods used in extraction, distillation, evaporation, drying, absorption, and heat transfer in chemical technology. He learns how to design, install, and operate pilot plants for chemical manufacturing processes. (Note: Does not include "Petroleum--177).
163 Civil: VI 16.01 06 00 00 C 44	Classroom and laboratory experiences designed to prepare pupil for designing, testing, and supervising the construction of highways, railroads, airports, bridges, harbors, irrigation works, sanitary plants, and other structures.
164 Electrical/Electronic: VI 16.01 07 00 00 VI 16.01 08 00 00 C 45	(ELECTRICAL) Instruction designed to provide student with knowledge of the design, development, and testing of electrical circuits, devices, and systems for generating electricity, and of the distribution and utilization of electrical power. Includes model and prototype development and testing; and systems analysis and integration including design, selection, installation, calibration and testing; etc. (ELECTRONIC) Instruction designed to provide knowledge of design, development, modification, and testing of electronic circuits, devices, and systems. Incorporates solid state and micro-miniaturization devices and representative systems such as microwave systems, computers, and controls.

165 Industrial: XI 16.01 11 00 00 C 47	Instruction which prepares the pupil to be supportive of the industrial engineer in production and planning. Emphasizes the design and installation of integrated systems of materials, machinery, equipment, and personnel.
166 Mechanical: XI 16.01 13 00 00 C 46	Instruction designed to prepare pupil to become supportive of the mechanical engineer. Includes energy conversion, machine and tool design, etc.
167 Metallurgical: XI 16.01 14 00 00 C 47	Instruction concerned with the production, research, and quality control of metals. Includes testing of the properties of metal, development of test procedures, etc.
170 Engineering-related technical education: XI 16.01 00 00 00	That part of the engineering field that requires the application of scientific and engineering knowledge and methods combined with technical skills necessary in the support of engineering activities. Persons prepared in this technology are a part of the engineering manpower team which includes the skilled craftsman, the technician, and the engineer.
171 Architectural: XI 16.01 03 00 00 C 49	Instruction which will enable pupil to be supportive of the architectural engineer. Instruction concerned with design, estimation, inspection, supervision, and contracts and specifications, primarily in the field of building construction. Emphasis is on the art of form.
172 Automotive: XI 16.01 04 00 00 C 49	Instruction concerned with the design, development, and testing of internal combustion engines and related component parts of the motor vehicle, including transmissions, electrical systems, and braking systems.
173 Electromechanical: XI 16.01 59 00 00 C 49	Instruction in both the mechanical and electrical fields relating to the design, development, and testing of electromechanical devices and systems such as automatic control systems and servomechanism, including vending machines, elevator controls, missile controls, tape-control machines, and auxiliary computer equipment.

174 Environmental Control: VI 16.[illegible] 10 [illegible] 00 C 49	Educational experiences dealing with the control of temperature and quality of air, and the design, development, testing, and installation of heating, cooling, and refrigeration systems.
175 Instrumentation: VI 16.01 12.00 00 C 49	Instruction concerned with the fields of electricity, electronics, mechanics, pneumatic , and hydraulics as they pertain to applications of principles of control and recording systems and automated devices.
176 Nuclear: VI 16.01 15.00 00 C 49	Instruction designed to prepare the pupil to be supportive to professionals engaged in developing,manufacturing, testing, research, maintaining, storing, and handling materials in the nuclear science and energy field. Includes reactor technology, radiation safety technology, and radioactive materials technology.
177 Petroleum: VI 16.01 16.00 00 C 49	Instruction concerned with the recovery and use of oil and gas, including petrology, sedimentation, geophysics, etc. in order to prepare pupil for work in oil field exploration; rig construction, drilling, crude petroleum production; petroleum refining; etc.
178 Scientific data processing: VI 16.01 7.00 00 C 47	Instruction designed to prepare pupils to (1) convert scientific, engineering, and other technical problem formulations to processible forms by computer; (2) resolve symbolic formulations; (3) prepare logical flow charts and block diagrams; (4) encode resolvent equations for processing by applying knowledge of advanced mathematics; (5) gain understanding of computer capabilities and limitations; (6) aid the engineer to resolve problems of computer processing; (7) develop scientific machine languages; etc.
180 Foreign Languages (Classical): VI 06.01 00 01 00	The study of language, literature, and culture of an ancient civilization; e.g. classical Arabic, Chinese, Greek, Hebrew, and Latin.

190 Foreign Languages (Modern): XI [illegible] 00 00 00	The study of language, literature, and culture of a selected segment of the population of the modern world; e.g. modern standard Arabic, Colloquial Arabic, Modern Mandarin Chinese, Cantonese Chinese, Czech, Danish, English as a foreign language, French, German, Modern Greek, Hawaiian, Modern Hebrew (Israeli), Italian, Japanese, Norwegian, Polish, Portuguese, Rusian, Spanish, and Swedish.
200 General Education: XI [illegible]	Instruction which takes place in a self-contained class. Learning experiences are concerned with the knowledges, skills, appreciations, attitudes, and behavioral characteristics considered to be needed in terms of the broad educational outcomes which should be achieved by all pupils to the limits of their capacities during the school years.
201 Elementary Level: XI 18.01 [illegible]	Education in the prekindergarten, kindergarten, and years or grades 1 through 6, 7, or 8.
202 Middle school level: XI [illegible]	A separately organized and administered school usually beginning with grades 5 or 6 or its equivalent and including at least 3 grades or years.
203 Secondary level: XI 18.03 00 00 00	Any span of years or grades beginning with the next year or grade following the elementary school and usually ending with grade or year 12, including the junior high school and other types of high school.
204 Adult level : VI Glossary p.257	Instruction designed to meet the unique needs of adults and youth beyond the age of compulsory school attendance who have either completed or interrupted their formal education.
210 Health Occupations Education: XI 07.00 00 00 00	Elementary or secondary instruction concerned with assisting qualified personnel in providing diagnostic, therapeutic, preventive, restorative, and rehabilitative services to people, including understanding and skills essential to provide care and health services to patients. Usually provided by reorganized education agencies and appropriate health institutions.

211 Dental: VI 07 [illegible] C 53	Education concerned with supportive services to the dental profession. Includes dental assisting, dental hygiene, dental laboratory technology, etc.
212 Medical Laboratory Technology: VI 07 [illegible] C 52	Instruction concerned with bacteriological, biological, and chemical tests to provide data for use in diagnosis and treatment of diseases, using microscopes, micrometers, and other instruments. Includes cytotechnology, histology, medical laboratory assisting, hematology, etc.
213 Nursing: VI 07.03 00 00 00 C 53	Instruction concerning provision of nursing care to patients in hospitals, sanitariums, clinics, or other institutions by administering medications and treatment, assisting the physician during treatment and examination of patients, or performing related auxilliary services. Includes nursing (associate degree), practical (vocational) nursing, nursing assistance (aide), psychiatric aide, surgical technician, obstetrical technician, etc.
214 Rehabilitation: VI 07.04 00 00 00 C 52 C 53	Preparation for work under the direction of a physician or other appropriate specialist in assisting handicapped persons to overcome or compensate for any loss of function, and to restore the individual's physical and/or mental health to the optimum level. Includes occupational therapy, physical therapy, prosthetics, orthotics, etc.
215 Radiologic: VI 07.05 00 00 00 C 52	Instruction concerning application of roentgen rays and radioactive substances to patients for diagnostic and therapeutic purposes. May include the study of anatomy, physiology, radiation physics, radiographic techniques, chemistry of processing and darkroom technique, radiation protection, and equipment maintenance.
216 Opthalmic: VI 07.06 00 00 00 C 53	Preparation under the direction of an opthalmologist or optometrist to perform tests, administer treatment preliminary to examination or surgery, prepare and fit eyeglasses or contact lenses, and direct corrective eye exercises. Includes optometrical assistant, etc.

217 Environmental Health: VI 07.07 00 00 00	Preparation under the supervision of a specialist to recognize and evaluate environmental hazards such as radiation, fungi, air pollution, waste and sewage, noise, vibration, and poor lighting and to control them.
218 Mental Health Technology: VI 07.28 00 00 00 C 52 C 53	Preparation to assist professionals in the mental health services. Includes mental health technician, mental retardation aide, etc. (Note: "Psychiatric Aide" should be indexed under Nursing - 213")
220 Health: VI 08.01 00 00 00	Learning activities which utilize experiences for influencing understanding, attitudes, and practices relating to individual, family, and community health.
221 Consumer Health: VI [illegible] 00 00	Learning experiences designed to develop the ability to make sound decisions in the selection and utilization of health services, the selection of health and accident insurance, and the purchase of health products. Emphasis is also on developing knowledge essential for recognizing quackery and false advertising in relation to food, drugs, and mechanical devices.
222 Disease Prevention and Control: Communicable and Chronic: VI [illegible].01 0[illegible] 00 00 C 53	The study of the cause, control and prevention of disorders which impair health, with emphasis on prevention. Includes communicable diseases such as tuberculosis, venereal diseases, cancer, heart disease, multiple sclerosis, and cerebral palsy.
223 Environmental Health: VI 08.01 07 00 00	Learning experiences designed to help the pupil understand the effect upon man's health and well-being of such environmental factors as water supply, pollution, radiation exposure, crowdedness, noise, and mobility.
224 Family Life Education (Including Sex Education): VI 08.01 08 00 00	The study of the family as an entity and as a unit in the community; the physical, psychological, sociological, and emotional aspects of growth toward maturity; and the biology of reproduction.

225	First Aid: [illegible]	Learning experiences designed to: (1) develop understanding and skills necessary, in time of emergency, to prevent the death or further injury of a person until the services of a physician can be obtained, and (2) provide instruction concerning the national program of medical self-help.
226	Growth & Development: [illegible]	The study and development of understanding concerning the physical, mental, emotional and social changes which occur in human development from conception through adulthood, including body structure and function, heredity, environmental influences, and differences and likenesses among people.
227	Harmful substances: [illegible]	The study of the misuse of alcohol and the use of tobacco, narcotics, dangerous drugs, volatile chemicals, tranquilizers, and similar products on individuals, families, and communities, and information on poisons, poisonous plants, and poison control centers.
228	Health Maintenance & Care. VI [illegible]	Organized learning experiences directed toward helping the individual to assume responsibility for attaining optimum personal health through giving attention to such factors as: the development and maintenance of personal fitness; a balance in exercise, work, sleep and rest; relaxation and recreation; and body care and grooming.
230	Home Economics (Related Trades) Education: VI 09.00 00 00 00	Instruction organized for purposes of enabling pupils to acquire knowledge and develop understanding, attitudes, and skills relevant to (a) personal, home, and family life, and (b) occupational preparation using the knowledge and skills of home economics
231	Child Development: VI 09.01 02 00 00	The study of children's physical, mental, emotional, and social growth and development and their care and guidance.
232	Clothing & Textiles: VI 09.01 03 00 00	The study of clothing and textiles, including their significance to the individual and family, and the nature, acquisition, and uses of textiles and clothing products. Planned experiences in the selection, construction, maintenance, and alteration of clothing and other textile products are usually provided. (Note: Includes Fabric Maintenance.)

233 Family Health: III 09.01 05 00 00	The study of related aspects of health in family living with special emphasis on nutrition, emotional health, the relationship of the health of an individual to the well-being of the family, the prevention of illness, and the management and elementary skills involved in caring for the ill and convalescent in the home.
234 Family Relations: III 09.01 06 00 00	The study of the nature, functions, and significance of human relationships in the family, including concepts and principles related to various family living conditions, the establishment and maintenance of relationships, the preparation for marriage and family life, the development and socialization of the individual, needs and interests of family members, etc.
235 Foods and Nutrition: III 09.01 07 00 00	The study of food and its role in personal and family living, including the basic principles of health, food management, and economics. In practice, emphasis is frequently placed on meal management as a means of understanding the significance and nature of foods, its care, and its preparation for individuals and families.
236 Home Management: III 09.01 08 00 00	The study of the complexities and processes involved in formulating goals, making decisions, and effectively using and controlling human resources for establishing and maintaining a home and family. Includes a variety of home management considerations such as the societal and economic influences on individual and family management, values, goals, standards, family economics, and the organization of activities in the home.
237 Housing & Home Furnishings: XI 09.01 09 00 00	The study designed to develop judgment needed for creating a favorable environment for family living. Attention is given to a complex of housing and home furnishing considerations including the influence of housing on people; types and cost of housing; interior design; the care, maintenance and improvement of homes and furnishings; and the relation of resources to family needs.

240 Industrial Arts/Technology: XI 10.01 00 00 00	The body of related subject matter organized for the development of understanding about the technical, consumer, occupational, recreational, organizational, managerial, social, historical, and cultural aspects of industry and technology. Learning experiences involve activities such as experimenting, designing, constructing, evaluating, and using tools, machines, materials, and processes which provide opportunities for creativity and problem solving.
241 Construction: XI 10.02 00 00 00	The study of the technology and socio-economic contributions of those industries concerned with residential, industrial, and transportation structures, including research, design, engineering, masonry, carpentry, electricity and plumbing.
242 Drafting: XI 10.03 00 00 00	A category of information and skills concerned with conveying ideas or illustrations graphically through drawings, charts, sketches, maps, and graphs, and the related factors such as the role of drafting in history and industry. Includes architectural drafting, industrial design, mechanical drawing, engineering drawing, technical illustration, etc.
243 Electricity/Electronics: XI 10.04 00 00 00	A category of information and skill concerned with electrical energy including theory, applications, and control as they relate to electrically powered equipment, to various kinds of communications equipment, and to related factors such as occupations, economics, and consumer information.
244 Graphic Arts: XI 10.07 00 00 00	Study concerned with graphic reproduction, as well as related factors such as occupations, economics, and consumer information. Includes photography (using cameras, developing negatives, etc.), photolithography, printing, etc.
245 Home Mechanics: XI 10.08 00 00 00	The study of tools, materials, and processes involved in the upkeep and repair of the home, its equipment, and devices.

246 Industrial Materials & Processes: [illegible] 00 00	Concerned with industrial--technical materials and processes including their properties and utilization as they are fabricated into usable products. Includes fluid power instrumentation, numerical control, etc.
247 Manufacturing (Metalworking, Plastic Working, Woodworking): [illegible] 00 00 00	The creation of durable consumer products. Includes research and experience experimentation,product design and development, fabrication, packaging, and distribution; production, processing, and use of plastics, woods, and metals (metal shop, sheet metal, welding etc.)
248 Power/Automotive/Aviation Mechanics: VI [illegible] 00 00 00	(POWER) Concerned with the various forms of power, including its generation, transmission, and utilization. Includes study of operating principles, design, construction, maintenance, and repair of power sources. (AUTOMOTIVE) The harnessing and controlling of power, with a specific emphasis on the automobile as a device of power conversion, transmission, and utilization. (AVIATION) The operating principles, design, repair, construction, and maintenance of aircraft.
250 Junior ROTC: VI [illegible] 00 00	Organized program to provide opportunities for pupils to prepare for and achieve career objectives in selected branches of the military service. Includes Army, Navy, Air Force, and Marine Corps Junior ROTC.
260 Mathematics: VI [illegible].00 00 00 00 C 21	Learning experiences concerned with the science of relations existing between quantities (magnitude) and operations and the science of methods used for deducing from other quantities, known or supposed, the quantities sought.
261 Elementary School mathematics: (K-6) VI 11.01 00 00 00 C 21	Mathematics subject matter which is usually concerned with the study of various aspects of arithmetic, informal algebra, and informal geometry.

262 Algebra: XI 11.01 00 00 00 C 2.1	An organization of mathematics subject matter concerned (through high school) primarily with the properties of number systems.
263 Applied Mathematics: XI 11.05 00 00 00 C 2.1	Mathematics courses designed for study as alternatives to the sequentially organized college-preparatory or general education mathematics courses. Usually includes aspects of mathematics used in practical specialized situations in daily life. e.g. Business arithmetic, consumer mathematics, shop mathematics, etc.
264 Calculus: XI 11.06 00 00 00 C 2.1	The study of two fundamental limits, called the derivative and the integral, and their evaluation by means of a function algebra called "the calculus". Includes numerical calculus, multivariate calculus, vector calculus, differential equations, calculus with analytic geometry, etc.
265 General Mathematics: XI 11.11 00 00 00 C 2.1	An alternative to the sequence of college-preparatory mathematics courses; includes basic arithmetic, geometry, algebra, and statistics.
266 Geometry: XI 11.12 00 00 00 C 2.1	Teaches pupils how to: (1) acquire information about geometric figures in the plane and in space; (2) gain understanding of the deductive method of thinking; (3) develop skill in applying the deductive method to mathematical situations, and (4) develop critical thinking by means of original exercises involving both the discovery of relationships and their proofs. Includes analytic geometry, plane geometry, solid geometry, etc.
267 Probability & Statistics: XI 11.15 00 00 00 C 2.1	(PROBABILITY) The science of measuring chances. (STATISTICS) The branch of science dealing with the classification and frequency of occurrence of different kinds of things or of different attributes of things, as a basis for induction and inference. Includes descriptive statistics, nonparametric statistics, hetrograde statistics, regression, hypothesis testing, etc.

268 Trigonometry: VI 11.16 00 00 00 C 21	The study of the relationships between the sides and angles of triangles, including a study of the measurement and properties of the general angle, and of the relations among the trigonometric functions. Includes numerical, plane, and spherical trigonometry, etc.
270 Music: VI 12.00 00 00 00	The fine art that utilizes sounds in time in a meaningful and organized manner; the art and science of creation and production of aesthetically appealing tonal sequences and combinations.
271 Music History & Theory: VI 12.02 00 00 00 VI 12.03 00 00 00	(HISTORY) Learning experiences designed to further pupils' knowledge, comprehension, and appreciation of various types and styles of music. (THEORY) The study of principles of music, including rudiments, harmony, counterpoint, form and analysis, and orchestration.
272 Vocal Music: VI 12.04 00 00 00	The study of vocal repertoire and the development of vocal skills through solo and choral performance. Includes female, male, and mixed choir, chorus, and glee club.
273 Instrumental Music: VI 12.05 00 00 00	Learning experiences designed for the study of instrumental repertoire and the development of instrumental skills through solo and group performance. Includes concert, marching and stage band; chamber, full, and string orchestra; small instrumental ensembles; group and individual instrumental instruction, etc.
Natural Sciences: VI 13.00 00 00 00	Learning experiences concerned with knowledge of the physical and biological world, and of the processes of discovering and validating this knowledge.
280 GENERAL SCIENCE: VI 13.01 00 00 00	An organization of subject matter which usually incudes representative topics from the biological, physical, and earthspace sciences. Includes "survey of science" or "comprehensive science." (Note: Includes elementary school science).
290 BIOLOGICAL SCIENCES: VI 13.02 00 00 00 C 51	The environments, interrelationships, processes, classification, evolution, and structure and function of living organisms--plants, protists, and animals. (Note: Includes general biology.)

291	Anatomy: XI 13 02 00 01 00 C51	The branch of biology that relates to the structure of a living organism or any of its parts.
292	Biochemistry: XI 13.02 00 05 00 C51	The branch of Chemistry that deals with plants and animals and their life processes.
293	Biophysics: XI 13.02 00 07 00 C51	The application of physical principles and methods to biological organisms and their processes.
294	Botany: XI 13.02 01 00 00, C51	The study of plants.
295	Ecology: XI 13 02 00 11 00, C51	The study of natural mutual relationships between organisms and all factors comprising their environment. (Note: Includes "Conservation" and "Environmental Education".)
296	Microbiology: XI 13.02 02 00 00, C51	The study of bacteria, viruses, algae, fungi, and other monera and protista.
297	Physiology: XI 13.02 00 20 00, C51	The branch of biology that relates to the functions of living orgaaisms or any of their parts.
298	Zoology: XI 13.02 03 00 00, C51	The study of animals.
299	Other specific biological science subjects: XI 13.02 00 03 00, XI 13.02 00 [illegible] XI 13 02 00 13 00, XI 13.02 00 [illegible] XI 13.02 00 12 00, XI 13.02 00 [illegible] C51	Include here subjects such as bacteriology, biometrics, cytology, entomology, evolution, genetics, molecular biology, taxonomy of living organisms, etc.
300	Physical Sciences: XI 13.03 00 00 00, C99	Organized knowledge about physical composition and structure of phenomena. (Note: Includes general physical science, does not include "Earth/Space sciences--310".)
301	Chemistry: XI 13 03 01 00 00, C12	The study of the composition, structure, and properties of matter, and of changes in matter, including the accompanying energy phenomena.
302	Physics: XI 13.03 02 00 00, C13	The study of the branch of science that is concerned with matter and energy, including the study of phenomena associated with mechanics, heat, wave motion, sound, electricity and magnetism, light, and atomic and nuclear structure.

310	Earth/Space Sciences: (Including General Earth/Space Science) VI 13.04 00 00 00 C 79	Facts, concepts, and principles of geology, astronomy, meterology, oceanography, and space exploration which are interrelated in the study of the natural environment of both earth and space. (Note: Includes general earth/space science.)
311	Astronomy: VI 13.04 01 00 00 C 11	The study of matter and energy, in the universe.
312	Geology: VI 13.04 02 00 00 C 32	The study of the composition, structure, history of the earth and of the earth processes. Includes mineralogy, petrology, structural geology, physiography, paleontotogy, etc.
313	Meteorology: VI 13.04 03 00 00 C 31	The science of the atmosphere and all of the aspects of matter-energy exchange. It involves the study of weather and climate, including humidity, temperature, atmosheric pressure, air masses and motion, clouds, precipitation, and interrelationships on both local and global scales.
314	Oceanography: VI 13.04 07 00 00 C 33	The study of the oceans and other large bodies of water. Includes the study of processes, compositional features, the interactions with the atmosphere and lithosphere, and biological interrelationships.
315	Space Exploration: VI 13.04 05 00 00 C 42	The science of spacecraft, propulsion systems, launching, orbiting, rendezvous, spaceflight, solar-system destinations and biological effects on man or other organisms.
320	Office Occupations Education/Business: VI 14.00 00 00 00	Education concerning career objectives in selected office occupations. Learning experiences are designed to lead to employment and/or advancement of individuals in occupations related to the facilitating function (the expediting role played by office occupations as the connection link between the production and distribution activities of an organization) of the office.

321 Accounting/Bookkeeping/ Computing: VI 14.01 00 00 00	A combination of courses and practical experiences concerned with systematizing information about transactions and activities into accounts and quantitative records, and paying and receiving money. Includes programs about receiving and disbursing money in establishments e.g. cashiers; programs about the operations and procedures utilizing office machines for billing, posting, calculation, adding, listing and mechanizing data (Note: use 322 for programs concerning "business data processing equipment"); programs for bank tellers; etc.
322 Business Date Processing Systems Occupations: VI 14.02 00 00 00	Learning activities which include a combination of courses and practical experiences concerned with business data processing systems and operations. Includes computer and console operators, key punch and coding equipment operators, programmers, systems analysts, etc.
323 Filing, Office Machines, and general office clerical functions: VI 14.03 00 00 00	Planned learning experiences which include a combination of courses and practical experiences concerned with the recording and retrieval of data. Includes duplicating machine operators, file clerks, general office clerks, etc.
324 Information Communication: VI 14.04 00 00 00	Learning experiences concerned with the distribution of information. Includes communication systems clerks and operators, correspondence clerks, mail and postal clerks, mail-preparing and mail-handling machine operators, messengers, office boys and girls, receptionists, information clerks, etc.
325 Materials Support: Transporting, Storing, & Recording: VI 14.05 00 00 00	Learning activities concerned with: (1) receiving, storing, issuing, shipping, requisitioning, and accounting for stores of material or material in use; (2) assigning locations and space to items, including verification of quality, identification, condition, and value; (3) preparing or committing stocks for shipment; (4) inventorying stock; (5) replenishing depleted items; and (6) filling orders and issuing tools, equipment or materials to workers. Includes Planning and Production Clerks; Quality Control Clerks; shipping and receiving clerks; stock and inventory clerks; traffic, rate, and transportation clerks, etc.

326 Personnel, Training, & Related Functions: VI [illegible] 06 00 00 00	Planned learning experiences concerned with personnel administration of an organization and the facilitating functions of scheduling & conducting clerical work and management operations of organizations. Includes instruction for educational assistants, training specialists, interviewers, test technicians, personnel assistants, etc.
327 Stenographic, Secretarial & Related Functions: VI [illegible]	Learning activities concerned with making, classifying, and filing records, including written communications. Includes executive secretaries, secretaries, stenographers, typists, etc.
328 Supervisory and Administrative Management: VI 14.08 00 00 00	Learning activities concerned with:(1) studying policies, organizational structure and administrative practices of organizations; (2) reviewing periodic budgets submitted by operations personnel; (3) preparing reports summarizing findings and recommending changes in policy organization and administration to line management; and (4) supervising and coordinating activities, determining work procedures,and assigning duties. Includes administrative assistants, budget management analysts, clerical office supervisors, data-methods and managers, chief clerks, etc.
330 Philosophy: VI 15.10 00 00 00	A systematically organized body of knowledge concerned with the investigation and study of human nature and conduct as conceived and interpreted in terms of facts and principles of reality. Includes ethics, history of philosophy, introduction to philosophy, logic, metaphysics, philosophy of religion, etc.
340 Physical Education & Recreation: VI 08.03 00 00 00	Organized, sequential, and systematic application of the concepts and principles of the art and science of human movement through the teaching-learning medium of physical activities. Includes adaptive physical education, aquatics, body dynamics,dance, rhythms, dramatic activities, group games, contests, relays, sports, recreational activities, stunts, tumbling, gymnastics, etc.
350 Psychology: VI 15.12 00 00 00	The study and systematic investigation of organisms, especially human beings, their collective characteristics)(their intelligence, feelings, and attitudes),and their behavior in relation to physical and social environment. (Note: Includes "general psychology"--the study of the fundamental principles of human development.)

351 Clinical Psychology: C61	A form of applied psychology that aims to define the behavior capacities and personality characteristics of an individual through methods of measurement, analysis, and observation, and on the basis of these findings. to make recommendation for management of the individual or to carry on educational counseling and psychotherapeutic procedures. (Note: Includes "depth psycholo y".)
352 Developmental Psychology: XI [illegible] C62	The study of those aspects of psychology concerned with the progressive development and behavior in childhood and adolescence. Frequently emphasized for study are: behavior and mental growth; the process of maturation; the concept of self; norms in behavior and social norms; heredity and environment and their interaction; parent-child relationships; and the effects of cultural and social forces on attitudes and values. (Note: Includes 'Child Psychology and Genetic Psychology".)
353 Educational Psychology : XI 15 [illegible] C62	The study of a variety of aspects of psychology and their applications to classroom situations. Includes the nature and theory of learning, child and adolescent development, motivation, and individual and group differences.
354 Experimental Psychology (Animal & Human) : C61	Study through laboratory techniques of those phases of animal and human behavior that can be so investigated.
355 Physiological Psychology : C61	The study of the functions of the parts and organs of an organism as they affect its integrating of experience.
356 Psychology of Adjustment : XI 15 12 04 00 00 C62	The study of the individual in terms of total adjustment, particularly as applied to social environment. Includes adjustment techniques, personality as a construct, theories of personality, the nature of conflict and adjustment in personality, physiological and social aspects of personality development, etc. (Note: Includes "Functional Psychology".)
357 Social Psychology : XI 15.12 05 00 00 C62	The study of the behavior of individuals and of groups, of behavioral interactions, and of the influence of the group(s) on attitudes, emotions, and personality development. Includes the adjustment of individuals to group situations (family, school, occupation); social foundations of attitudes and behavior, development, and change; social judgments and

	perception; psychological factors involved in race prejudice, war and nationalism; mob, crowd, or mass psychology;
358 Other Specific Subject Matter in Psychology: CG1 CG2	Subject matter not otherwise defined. including "association psychology", Psychodynamics," "existential psychology," abnormal psychology," "gestalt psychology," "individual or differential psychology," "Marxian psychology," etc.
360 Public Service Education: XI [illegible]	Planned learning experiences concerned with training for the performance of occupations in local, state, and Federal government agencies.
361 Fire & Fire Safety: XI 16 02 01 00 00	Instruction and experiences to prepare the student to function as a fire control and fire safety specialist. Includes factors such as meteorological factors impinging upon fire situations; firefighting and control; the handling of hazardous materials, etc.
362 Police Science: XI 16 05 01 00 00	Instruction designed to prepare a student to function as one or more of the following: (1) a generalist in any law enforcement agency concerned with patrol and investigative activities traffic control, and initial contact with the public such as obtaining information, preparing reports and testifying in courts; (2) an evidence technician operating in a crime laboratory or mobile unit concerned with the collection, preparation and transportation of physical evidence, including the use of skills in photography and report writing; and (3) a technician primarily concerned with delinquency or crime prevention who may be employed by a police agency, juvenile court, or correctional institute to (a) investigate and refer dependent-neglected children, delinquents, and youthful offenders, (b) supervise persons on probation, or (c) provide rehabilitative services to offenders.
370 Safety and Driver Education: XI 21 00 00 00 00	Concerned with developing in the learner the ability to respond appropriately and efficiently in the operation of a motor vehicle, and as a pedestrian in traffic. (Note: Includes "Safety in Daily Living.")

380 Social Sciences/ Social Studies: VI 1500 00 00 00 C77	Integrated subject matter organized to impart knowledge, develop skills and identify goals concerning elements and institutions of human society. (Note: Includes general Social Studies at elementary and secondary levels".)
381 Anthropology: VI 1501 00 00 00 C71	The study of man and his works in which attention is focused on the relation between man and culture in the past and present, and on man's ongoing cultural development, and the varieties of human, physical, social and cultural forms. Includes Archaeology, Cultural Anthropology, enthnology, and physical anthropology
382 Area Studies (Multidisciplinary): VI 1502 00 00 00 C97	Studies in selected areas which vary in scale from the small area, such as the neighborhood, to large continental area such as South America. Areas may be defined in terms of political boundaries, geographical areas, or cultural characteristics. The term "area studies" usually connotes the interdisciplinary approach, from the more simple geography--history interpretation to the complex cultural interpretation, involving anthropology, sociology, economics, political science and other related areas. Includes specific states, regions such as midwest United States, Middle East, school community, neighborhood, etc.
383 Consumer Education: VI 1503 00 00 00 C72	Study concerned with the development of knowledge, understanding, appreciations and skills involved in the economic welfare of the consumer and consumer groups in everyday life, e.g. competency in managing money, purchasing and using goods and services, banking, investments, credit, consumer legislation, evaluation of consumer research and product-testing, and the role of the consumer in the economy.
384 Economics: VI 1506 00 00 00 C72	The study of man's use of limited resources to satisfy his wants i.e., of resources transformed by production into goods and services which, upon distribution, are transformed by consumption to yield the satisfaction of wants. Includes the analysis of the implications of alternative choices in the allocation of resources; business and industry economics; etc.

385 Geography: VI 15.07 00 00 00 C 79	The study of spatial relations and spatial processes on the earth's surface, studied on a variety of scales ranging from local to worldwide. Included are both empirical and theoretical approaches to an understanding of (a) the spatial relations and processes of physical, biotic, and human phenomena considered separately or in varying combinations, and (b) spatial relations and processes in the abstract, to encourage analysis of why things are when they are.
386 History: VI 15.08 00 00 00 C 73	The study of man's past considered in terms of what has been interpreted about change or process. The conventional categories of inquiry are: political history, economic history, social history, and intellectual history.
387 Political Science, Government, Citizenship, and International Relationships: VI 15.11 00 00 00 C 75	The study of governmen(s) and political behavior which provides puils with insight into a variety of factors important to the study of governments and cluture, ans systems processes, policies, theories, goals, and the relationships between governments. The subject matter of government is organized under various descriptive titles such as "The Constitution," "Comparative Systems," "International Relations" (effective participation in civic affairs),etc.
388 Sociology: C 76	The study of human social grouping and behavior, including origins, development, purposes, functions, problems, adjustments, and peculiarities of human society.
391 Language skills: VI 19.01 01 00 00 VI 19.01 02 00 00 VI 19.01 03 00 00	Activities designed for assisting people in learning: (1) to respond to a wide range of stimuli through ordinary channels of communication; (2) to acquire the spoken and written language for communicative purposes; and (3) to change faulty language patterns which have already been formed.
392 Speech Skills: VI 19.01 04 00 00 VI 19.01 05 00 00 VI 19.01 06 00 00	Learning activities which involve: (1) the conditioning of speech and language learning by others in the environment; (2) the speech and language learning process which usually proceeds from unrelated sounds through several stages until the spoken works have a mutual meaning to the speaker and to the people in the learning environment; and (3) the remedial process of helping a person overcome his speech and integrating the changed speech pattern into the person's communicative skills.

393 Special Communication Methods: XI [illegible]	Methods other than speech and written language used by handicapped persons for communicating with others in their environment and as tools in teaching language to the handicapped. Includes braille reading and writing, stimulus magnification (vision or hearing), manual communication, electronic reproduction (tape or disc recordings for the auditorally or visually handicapped), typing for communication, speech reading (lip reading), etc.
400 Special Curriculum (Perceptual Skills Development) for Handicapped Students: XI [illegible]	Learning experiences designed to relieve or correct visual, auditory, or tactual and kinesthetic perceptual problems and enable handicapped pupils to integrate multiple-sensory impressions.
401 Auditory skills: XI [illegible]	Activities designed:(1) to motivate pupils to make maximum use of hearing for learning, esthetic enjoyment,and interpersonal communication; (2) to help pupils who have serious sensory deficits develop maximum skills in hearing; and (3) to help pupils alter auditory misperceptions and improve auditory discrimination and listening skill.
402 Tactile and Kinesthetic Skills: XI [illegible]	Planned activities which:(1) encourage pupils to make maximum use of tactile and kinesthetic experiences in general educational situations as well as in specific educational procedures such as reading Braille; (2) help pupils who have serious neuromuscular impairments progress toward the use of tactile and kinesthetic sensations for learning, including the development of an understanding of these sensory experiences as well as the ability to relate them to visual and auditory sensations, and (3) to reeducate or enable pupils to attach correct and meaningful significance to skin and muscle sensations.
403 Visual Skills: XI 17.04 07 00 00 XI 17.04 10 00 00 XI 17.04 11 00 00	Activities designed to:(1) motivate pupils to make maximum use of vision for learning, esthetic enjoyment, and nonverbal communication; (2) help pupils who have serious visual loss or perceptual disorders to maximize the use of their residual vision or develop appropriate responses to visual stimuli; and (3) reeducate pupils who have formed inaccurate impressions as a result of visual limitations.

404 Olfactory Training: [illegible] [illegible]	Planned activities which: (1) encourage blind pupils to make maximum use of olfaction in learning situations in order to increase the pupil's knowledge and understanding of his environment; and (2) help the blind pupil progress toward the development of an understanding of olfaction as well as relating it to other senses.
405 Personal spatial Relationships Development: [illegible]	Intensive and sequential learning activities which are designed to enable handicapped pupils to observe and understand the boundaries of their own bodies and to develop appropriate relationships to objects and persons in the environment.
410 Special Curriculum for Handicapped Students (Development of Skills not Classified as "Communicative" or "Perceptual"):	Curriculum approaches utilized to emphasize personal and social skills, motor skills, vocational skills, etc.
411 Interpersonal & Behavioral Coping Skills: [illegible]	Approaches utilized to emphasize personal and socials skills such as: (1) self-concept development which enhances the pupil's perception of himself and his environment; (2) self-concept reeducation which assists handicapped pupils in developing and nurturing feelings of competency; (3) social training designed to assist the pupil in maximum interaction with others and in responding to the social demands of the environment; etc.
412 Motoric skills: XI 11.03 00 00 00	Instruction designed to develop adequate motoric function which is impaired by restrictions in physical movement caused by crippling conditions, prolonged illness, visual defects, lack of auditory cues, serious cognitive defects, or behavioral disorders often resulting in limited sensory experience upon which school learning is based. Includes dexterity skills such as gross and fine motor skills; physical management such as self-help skills, use of devices and equipment (ordinary and special), and personal safety training; mobility training such as orientation and travel, etc.

413	Vocational & Avocational Skills: RL 17.25 00 00 00	Programs of instruction comprised of organized subject matter and related experiences designed to develop in the handicapped pupil the knowledge, skills, attitudes, and appreciations that relate to work and to the profitable use of leisure time. Includes provision of vocational information, prevocational work experience, specialized vocational preparation, avocational experience and information, etc.
	Post-Secondary Traditional Education:	The general level of instruction provided for pupils in college programs, usually beginning with grade 13; and any instruction provided for adults and youth beyond the age of compulsory school attendance.
430	Agriculture and Natural Resources: H0100	Having to do with the production of food and management of natural fiber, plant, forest, and wildlife resources.
431	Agriculture (General): H0101	Basic instruction in the science and art of cultivating the soil, harvesting crops, and raising livestock.
432	Agricultural & Farm: H0110 H0111 H0112	Concerned with farm resource analysis, accounting, production financing, resource acquisition, purchasing, farm inputs, performance records, contracts, marketing and maintenance. The results of these learning experiences are applied to formulating decisions involved in managing a farm or ranch operation. (Note: Includes Agricultural Business & Agricultural Economics.)
433	Animal Science: H0104 C51	Concerned with the study and the operations dealing with theories, principle and practices involved in producing animals and animal products for economic and other uses.
434	Food Science & Technology: H0113 C51	Learning experiences designed to teach basic principles involved in the science and technology of farm products, including marketing, inspection and processing.
435	Forestry and Natural Resources Technology: H0114 H0115	Concerned with the preservation and/or improvement of natural resources such as air, forests, soil, water, fish, and wildlife for recreation and economic purposes. Includes the establishment, management and operation of forest lands for used for recreational purposes.

436 Ornamental Horticulture: H0109	The culture of plants used principally for ornamental or aesthetic purposes, including arboriculture, floriculture, greenhouse operation and management, landscaping, nursery operation and management, etc.
437 Plant Science: C51	Concerned with the study and operations dealing with principles and operations involved in the culture and production of agricultural plants.
438 Soil Sciences: H0103 C51	The study of the physical and chemical properties of the several tectural classes of mineral soils as they relate to plant production.
440 Architecture and Environmental Design: H0200	Having to do with training for a profession in designing buildings, communities, parts, and other manmade aspects of the physiosocial environment.
441. Architecture (General): H0202	Basic instruction in the art or science of designing and constructing buildings etc. adapted to their purposes, one of which is beauty.
442 Environmental design (General): H0201	The development of environmental sensitivity and the application of principles of spatial and structural design to the problems of creating structural elements and to products that man creates to adapt, alter, and control his surroundings.
443 City, Community, and Regional Planning: H0206	Study involving the planning and design of cities, towns, broad geographical areas, or portions thereof, emphasizing the integration of functional and esthetic aspects of the urban, community, or regional environment.
444 Interior Design: H0203	The planning of color, form, space, and textural elements for interiors, emphasizing esthetic consideration; the selection and relationship of furniture, furnishings, communications, traffic, and utilities are also included. The close relationship to the architecture and landscape is implicit.
445 Landscape architecture: H0204	The application of design principles to the functional and esthetic problems of altering, adapting, and controlling the external environment.
446 Urban Architecture: H0205	The principles of architecture applied specifically to structures in an urban environment.

450	Area Studies (Unspecific): H0300 C99	Programs and materials designed to study cultures indigenous to specific geographic regions.
451	American Studies: H0323 C99	A study, usually involving an interdisciplinary approach, of North America. (Note: Does not include Latin American Studies.)
452	African Studies: H03[illegible] C99	A study, usually interdisciplinary in approach, of all or part of the countries of the continent of Africa, (Note: Libya and the United Arab Republic are included in "Middle Eastern Countries--456".)
453	Asian Studies: H0321 C99	A study, usually interdisciplinary in approach, of all or part of the following countries: Burma, Cambodia, China, Indonesia, Japan, Korea, Laos, Malaya, Mongolia, Philippines, Thailand, North & South Vietnam, Bhutan, Ceylon, India, Nepal, Pakistan, and the U.S.S.R. that is East of the Ural Mountains. (Note: Middle Eastern countries such as Turkey, Iran, etc. should be coded 456)
454	Eastern European Studies (Russian & Slavic): H0317 C99	A study, usually interdisciplinary in approach, of one or more of the following countries: Albania, Austria, Bulgaria, Cyprus, Czechoslovokia, Greece, Hungary, Poland, Romania, Yugoslavia, Estonia, and parts of U.S.S.R. west of the Ural Mountains (Estonia, Latvia, Lithuania, the Ukraine, and Belo Russia).
455	Latin American Studies: H03[illegible] C99	A study, usually interdisciplinary in approach, of all or part of Mexico, Central America, South America, or the Caribbean Islands.
456	Middle Eastern Studies: H0309 C99	A study, usually involving an interdisciplinary approach, of one or more of the following countries: Afghanistan, Iran, Iraq, Israel, Jordon, Lebanon, Saudi Arabia, Turkey, Libya, & the United Arab Republic.
457	Pacific Area Studies: H0314 C99	A study, usually involving an interdisciplinary approach, of all or part of Australia or New Zealand.
458	Western European Studies: H03.2 C99	A study, usually interdisciplinary in approach, of one or more of the following countries: Belgium, Denmark, England, Finland, France, Germany, Iceland, North & South Ireland, Italy, Luxemborg, Netherlands, Norway, Portugal, Scotland, Spain, Sweden, Switzerland, and Wales.

460	Biological Sciences/ Biology : H0400 C51	Having to do with the science of life or living matter in all its forms and phenomena, especially with regard to the origin growth, reproduction, and structure of life forms.
461	Anatomy : H0412 C51	The branch of biology that relates to the structure of a living organism or any of its parts.
462	Biochemistry : H0414 C51	The branch of Chemistry that deals with plants and animals and their life processes.
463	Biophysics : H 415 C51	The application of physical principles and methods to biological organisms and their processes.
464	Botany : H0402, C51	The study of plants.
465	Ecology : H0420 C51	The study of natural motual relationships between organisms and all factors comprising their environment. (Note: Includes "Conservation" and "Environmental Education".)
466	Microbiology : H0411 C51	The study of bacteria, viruses, algae, fungi, and other monera and protista.
467	Physiology : H0410 C51	The branch of biology that relates to the functions of living organisms or any of their parts.
468	Zoology : H0407, C51	The study of animals.
470	Business & Management (Unspecific) : H0500	Related to the orgainization, operation, administration, and control of private and public organizations. (Note: Includes General Business & Commerce.)
471	Accounting : H0502	The art of recording, classifying, and summarizing, in a significant manner and in terms of money, transactions and events that are; in part at least, of a financial character and interpreting the results thereof.

472	Banking & Finance/ Investments & Securities: H0504 H0505 C 72	The study of (1) the influence upon economic activity of the quantity of money and credit and its cost (interest rates); (2) the principles of financial management and control as applied to business formation, expansion, reorganization, and liquidation; (3) sources of capital, various types of securities, methods of financing, principles of investing, policies of investing, and kinds of financial and investment institutions.
473	Business Management & Administration: H0506	The study of planning, organizing, and controlling a business, including both the organizational and human aspects, often with emphasis on various theories of management, the purpose of which is to develop knowledge and understanding necessary for managing people and functions and making decisions. (Note: Includes Business Economics, Business Statistics, and Insurance). (BUSINESS ECONOMICS) The study of how the business firm is organized and combines resources to produce goods and services, taking account of costs, prices, profits, and the nature and extent of competition in markets. (BUSINESS STATISTICS) The study of the elementary aspects of statistics and their applications to business, e.g. trends, indexes, forecasting, correlations, etc. (INSURANCE) The study of the foundations of the standard forms of insurance and the functions of those following an insurance career; includes the practices and major coverages involved in life, fire, casualty, automobile, and property insurance; the nature of risk; the social and economic services of insurance; and insurance as a vocation.
474	Marketing & Purchasing: H0507	Concerned with the problems met in the process of moving goods from the producer to the consumer. Includes sources of supply, market information, material specification, control inventories, purchase budget, etc.
475	Operations Research: H0507	The application of scientific and especially mathematical methods to the study of complex problems (as of industrial, governmental, or military activities) that are not traditionally considered to fall within the field of profitable scientific inquiry.

476	Personnel Management/ Labor & Industrial Relations: H0515 H0516	(PERSONNEL MANAGEMENT) A study of methods & policies applicable to personnel work in distributive businesses. Emphasis is frequently on employment practices, job evaluation, ratings and employee development. (LABOR AND INDUSTRIAL RELATIONS) the study of the history and development of the labor movement, including an analysis and interpretation of Federal and State legislation, union contracts, labor negotiation, conciliation, arbitration, and grievance procedures.
477	Real Estate: H0511	Tasks performed by persons who act for themselves or as agents for others in real estate brokerages or other firms engaged in buying, selling, appraising, renting, managing, and leasing of real property.
478	Secretarial Studies: H0514	Learning activities designed to teach stenographic or secretarial skills such as dictation and transcription, typing, use of business machines, letter and report writing, planning of travel itineraries, filing and records management, etc.
480	Communications (Unspecific): H0600	Collection, preparation, and presentation of ideas and information intended for popular consumption through mass media. (Note: Includes general communications).
481	Journalism (Printed Media):	The study and practice of writing, editing, and publishing newspapers and periodicals, books, etc. Includes reporting, feature writing, editorial writing, etc.
482	Radio/Television: H0602	A study of broadcasting, with exercises, where appropriate, that include its history, its role in contemporary society, its artistic dimensions, its production techniques, principal genres, et al. (Note: Does not include "Communication Media--484".)
483	Advertising: H0604	The study of the economic, sociological, and psychological aspects of advertising; the role of advertising in the marketing structure; the different institutions involved in the creation of advertising; the types of advertising media and the bases for their selection; etc.

484	Communication Media: [illegible]	The use of videotape, films etc. oriented specifically toward radio/television.
490	Computer & Information Sciences (Unspecific): [illegible]	Having to do with the design, development, and application of computer capabilities to data storage and manipulation and related computational procedures.
491	Information Sciences & Systems: H0702	The study of the fundamental involved in the design, development, and use of an information center; includes acquisition, organization, storage, and retrieval of information.
492	Data Processing: H0703 C21	Surveying and studying the rapidly growing need for and uses of electronic data processing systems in the business office, and the implications for management, including the analysis and study of concepts of computer operations. Also includes (1) the economies of manual, electromechanical and electronic data processing; (2) the advantages and limitations of computers, communication and information retrieval systems as tools for management control; (3) feasibility study techniques, evaluation equipment and conversion techniques; and (4) installation, organization, and operation of a computer facility.
493	Computer Programming: H0704 C21	Flow charting and writing instructions in computer language for the direction of computer operation in the solution of a problem. Includes program preparation steps, types of instruction, coding, flow charting and block diagramming, number systems, address systems, computer word format, housekeeping, running, and error detection.
494	Systems Analysis: H0705	Analyzing and designing commercial systems, data methods, systems and procedures, and the processing of business data. Activities include analysis of business problems, such as the development of integrated production, inventory control and cost, and the formulation and refinement of an analysis system for conversion to a programmable form for application to an electronic data processing system. Other activities included the study of current or the development of new systems and procedures to devise workflow sequence, the analysis of alternative means of deriving input data to select the most feasible and economical method, etc.

500	Cultural Studies (Unspecific): C97	The study of the body of customary beliefs, social forms and material traits constituting a distinct complex of tradition of a racial, religious, or social group. (Note: anthropological studies should be coded 731)
501	Afro-American (Black Culture) Studies: [illegible] C97	A study, usually over a period of time, of the beliefs, behavior, etc.of any segment of the Black American population.
502	American Indian Studies: [illegible] C97	A study, usually over a period of time, of the beliefs, behavior, etc. of any segment of the American Indian population.
503	Islamic (Mohammedanism) Studies: C97	A study, usually over a period of time, of the beliefs, behavior, etc.of those Muslums who believe in Allah as the sole diety and in Mohammed as the prophet of Allah. Found? primarily in Northern Africa, Western Asia, India, Malaya, East Indies, and the Philippines.
504	Mexican American Studies: [illegible] C97	A study, usually over a period of time, of the beliefs, behavior, etc of any segment of the Mexican American population.
505	Urban Studies: [illegible] C97	A study, usually over a period of time. of the beliefs, behavior, etc. of any segment of the inhabitants of a city having a population of 50,000 or more.
510	Education (General): [illegible]	Formal education in the traditional school system.
511	Elementary Education: [illegible]	Education beginning in childhood, usually at the age of 5 to 7 years, and ending approximately with adolescence; usually includes grades 1-6 or 1-8. The division of any educational program that is concerned primarily with general education, including those skills, facts, and attitudes which are required by society of all its members.
512	Secondary Education: H0303	A period of education planned especially for young people of ages approximately 12 to 17, in which the emphasis tends to shift from mastery of basic tools of learning, expression, and understanding to the use and extension of the tools in exploring areas of thought and living, and in exploring and acquiring information, concepts, intellectual skills, attitudes, social, physical, and intellectual ideals, and habits, understanding and appreciations. May be either terminal or preparatory.

513	Junior High School Education:	Education provided to pupils in grades 7, 8, and 9; less commonly, in grades 7 and 8 or grades 8 and 9.
514	Higher Education:	Education above the level of secondary school, usually beginning with grade 13, which is provided by colleges, universities, graduate schools, professional schools, and technical institutes. (Note: Does not include education provided in the Junior College or Community College).
515	Junior and Community College Education:	(JUNIOR) Education, usually after traditional secondary education, offering a two year program either of a terminal nature or as preparation for further training in a four year college or university. (COMMUNITY COLLEGE) Educational offerings for persons beyond the age of the normal secondary school pupil, having a program geared particularly to the needs and interests of the local area; credit courses rarely extend beyond the level of the second year of college; extensive offerings of a noncredit character are usually provided.
516	Adult & Continuing Education:	Any voluntary, purposeful effort toward the self-development of adults, conducted by public and private agencies, such as adult schools, extension centers, settlements, churches, clubs, and Chautauqua associations; any extension of opportunities for reading, study, and training for those people who have passed the compulsory school age and have either completed or withdrawn from full-time school and college programs. Includes adult basic education, in-service education, technical or vocational education, informal continuing education, etc. (Note: For studies in higher education, use code 514).
517	Pre-elementary education (Kindergarten): #0223	(PRESCHOOL) the guiding of young children (usually aged 2 - 5) in a group, emphasizing the development of the individual's capacities and helping him to meet his problems. Includes nursery-school, day care, etc. (KINDERGARTEN) Education of small children, usually from 4 to 6 years of age; characterized by organized play activities having educational, socializing values; by opportunities for self-expression and training in how to work and live together harmoniously; and by an environment,

		materials, curriculum, and program carefully selected to provide for child growth and development. (Note: Includes preschool education)
520	Education (Special) Traditional: [illegible]	The traditional education of pupils (e.g., the deaf, the blind and partially seeing, the mentally subnormal, the gifted) who deviate so for physically, mentally, emotionally, or socially from the "normal" pupils that the standard curriculum is not suitable for their educational needs. Involves the modification of the standard curriculum in content methods of instruction, and expected rate of progress to provide optimum educational opportunity for such pupils. Carried on in special classes, in special curricula, or in special schools.
521	Education of the mentally retarded: [illegible]	The application of specialized teaching techniques and methods to content and materials suitable to the realization for mentally retarded pupils of the generally accepted aims and objectives of education and training. May be carried on in special classes of an ordinary school, in a special school within a larger system, or in a special institution, and may be differentiated for different degrees of retardation. (Note: includes "training" of the mentally retarded.)
522	Education of the Gifted: H0311	The provision of materials and methods of instruction suitable for pupils of high or superior intelligence, by means of such techniques as: (a) enrichment of courses of study; (b) acceleration, i.e. rapid promotion; (c) adaptation of subject matter through individual instruction; (d) homogenous grouping; and (e) special classes for superior pupils.
523	Education of the Aurally Handicapped: H0312	The application of specialized teaching techniques, methods, and materials for the education of the deaf or partially hearing. Carried on in special classes or in special schools.
524	Education of the Visually Handicapped: H0314	The application of specialized teaching techniques, methods, and materials for the education of the blind or partially seeing. Carried on in special classes or in special schools.

525	Education of the Speech Handicapped	Administration of special instruction designed to alleviate or eliminate speech disorders. In public schools and colleges, involves individualized instruction and work with small groups of pupils who have similar speech problems, the special instruction being coordinated with the rest of the child's school and out-of-school activities.
526	Education of the Emotionally Disturbed: [illegible]	Instruction for a child with a deep-rooted problem who habitually expresses his feelings in a manner to hurt himself.or others or their property. Educational activities may be carried on in special classes or special schools or institutions.
527	Education of those with Special Learning Disabilities: [illegible]	Individual or group instruction for those with special learning problems not specified elsewhere; e.g. slow learners (not mentally retarded); slow readers, or those with reading disabilities; underachievers; neurologically handicapped; those with health problems so severe that special education is required; etc. (Note: Does not include physical handica
528	Education of the Physically Handicapped: [illegible]	Special instruction for those having a physical defect of such seriousness as to interfere or render more difficult normal progress in the regular school program.
529	Education of the Multiply Handicapped: [illegible]	Special instruction or training for those with two or more of the handicaps listed above.
530	Education (special-other than traditional): [illegible]	Special instruction for those with handicaps or learning difficulties not previously mentioned.
531	Education of the Culturally Disadvantaged: [illegible]	Any special classes, programs, or schools administered for those pupils that have been identified by professionally qualified personnel as needing additional educational opportunities beyond those provided in the usual school program if they are to be educated to the level of their ability. (Note: Includes "compensatory programs," "headstart programs," "upward bound programs," etc.)
532	Remedial Education: H0817	Special instruction designed to improve or overcome any aprticular marked deficiency including a deficiency in content previously taught but not learned, not due to inferior general ability

(HABILITATION) The teaching of skills or other aspects of content for the first time. In occupational programs, this includes instruction intended to correct educational deficiencies or handicaps which might prevent pupils from benefiting from their occupational instruction.

540 Education (major aspects): [illegible]	General categories relating to educational services, educational organization or educational offerings.
541 Social Foundations (History and Philosophy of Education): H0821 C13	The study of education in which an analysis of the social forces, policies, and issues of a culture, with some attention to their historical roots, is used as a basis for considering the proper functions of the school; the consideration of educational programs and policies in the light of an interdisciplinary endeavor involving philosophical, psychological, sociolgical, historical, and anthropological understandings.
542 Educational Psychology and Learning Theory: H0822 C62	The investigation of psychological problems involved in education together with the practical application of psychological principles to education; a study of the nature of learning. Includes experiments on the conditions under which learning takes place.
543 Educational Statistics and Research: H0823 C21	The study and investigation in the field of education or bearing upon educational problems, including statistical services supporting educational research activities. (Note: Does not include research on the nature of learning under educational psychology and learning theory---542.)
544 Educational Testing, Evaluation, and Measurement: H0825 C79	The general study and practice of testing, scaling, and appraisal of the aspects of the educational process, including the theory of test and scale construction, validation and standardization interpretation of test results, and the objective and subjective evaluations;
545 Student Personnel Services (Guidance and Counseling) H0826	Nonteaching services concerned with the total welfare of pupils, e.g. guidance and counseling services, health services, psychological services, speech pathology and audiology services, etc.

546	Educational Administration:	The direction, control, and management of all matters pertaining to school affairs, including business administration.
547	Educational Supervision:	All efforts of school officials directed toward providing leadership to teachers and other educational workers in the improvement of instruction. Involves the stimulation of professional growth and development of teachers, the selection and revision of educational objectives, materials of instruction, and methods of teaching, and the evaluation of instruction.
548	Curriculum and Instruction:	Activities concerned with the design, development, improvement, etc. of a systematic group of courses or sequences of subjects required for graduation or certification in a major field of study, including activities concerned with the design, development, improvement, etc. of activities, materials, and guidance that facilitate learning in formal or informal situations.
550	Education (Subject-Oriented):	Projects and studies related to specific subject-oriented programs in education.
551	Art/Music Education (Methodology and Theory):	(ART) Instruction and practice in the visual and space arts, as carried on in the schools, including fine, industrial, graphic, advertising or commercial, domestic or household, civic and theater arts. (MUSIC) The science and art of the teaching of music; subject matter and activities in music designed to impart the skills and knowledge necessary for the understanding, appreciation, creation, performance, and enjoyment of music.
552	Business, Commerce, and Distributive Education:	Subject matter, courses, and learning experiences designed to develop the attitudes, knowledge, skills, and understanding concerned with business principles and practices having applications for personal use and for activities in the business world.
553	Driver and Safety Education: H0836	Learning experiences concerned with developing in the learner the ability to

	respond appropriately in the operation of a motor vehicle, and as a pedestrian in traffic, including experiences directed toward the conservation of human and material resources, and the acquisition of knowledge and behavioral patterns conducive to efficient and safe living. Includes civil defense, explosives and related safety factors, safety in the home and school, etc.
554 Health and Physical Education: [illegible] [illegible]	(HEALTH) Learning activities which utilize experiences for influencing understanding, attitudes, and practices relating to individual, family, and community health. (PHYSICAL EDUCATION) Organized, sequential, and systematic application of the concepts and principles of the art and science of human movement through the teaching-learning medium of physical activities.
555 Industrial Arts/ Vocational and Technical Education: [illegible]	Subject matter and courses related to the technical, consumer, occupational, recreational, organizational, managerial, social, historical, and cultural aspects of industry and technology; preparation of pupils for job opportunities in specialized fields of technology, or the upgrading of employed workers.
556 Mathematics/Science Education (Methodology and Theory): [illegible] H[illegible]	(MATH) Learning experiences concerned with the science of relations existing between quantities (magnitude) and operations and the science of methods used for deducing from other quantities, known or supposed, the quantities sought. (SCIENCE) Learning experiences concerned with knowledge of the physical and biological world, and the processes of discovering and validating this knowledge.
557 Reading Education (Methodology and Theory): H[illegible]0	Instruction designed to develop the skills necessary to perceive and react to patterns of written symbols and translate them into meaning.
560 Engineering: H0700 C49	The practical application of basic scientific knowledge to the design, production, and operation of systems intended to facilitate man's control and use of his natural environment.

561	**Aerospace, Aeronautical, and Astronautical Engineering**: H0902 C41 C42	The design and operation of aircraft and spacecraft operations such as propulsion, control, guidance systems, etc.
562	**Chemical Engineering**: H0906 C43	The development and application of manufacturing processes in which materials undergo changes in properties and that deals especially with the design and operation of plants and equipment to perform such work.
563	**Civil Engineering**: H0908 C44	A branch of engineering concerned primarily with public works (as land surveying, the building of highways, bridges, waterways, or harbors, or the provision of artificial water supply, sewage disposal, irrigation) but also embracing private enterprises (as railroad and airport building, private building construction, farm drainage, etc.)
564	**Electrical/Electronic/ Communications Engineering**: H0909 C45	(ELECTRICAL) Concerned with the practical application of electricity, especially as related to communications. the distribution of power, and the design and operation of electrical equipment; (ELECTRONIC) Concerned with the emission, behavior, and effects of electrons in vaccums and gases and with the design and utilization of electronic devices; (COMMUNICATIONS) Concerned with the sending and receiving of signals especially by means of electrical or electroacoustical devices and electromagnetic waves.
565	**Engineering Physics/Engineering: Mechanics** H0919 H0921 C46 C49	(ENGINEERING PHYSICS) Principles of physics applied to engineering activities; (ENGINEERING MECHANICS) The science of motion as applied to engineering activities.

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566	Industrial and Management Engineering: H0913 C49	The application of engineering principles and training and the techniques of scientific management to the maintenance of a high level of productivity at optimum cost in industrial enterprises.
567	Mechanical Engineering: H0910 C46	The generation, transmission, and utilization of heat and mechanical power and with the production of tools, machinery, and their products.
571	Agricultural Engineering: H0903 C47	The design of farm machinery, the location and planning of farm structures, farm drainage, soil management and erosion control, water supply and irrigation, rurual electfification, and the processing of farm products.
572	Architectural Engineering: H0904 C49	The art and science of engineering and construction as practiced in regard to buildings as distinguished from architecture as an art of design.
573	Bioengineering and Biomedical Engineering: H0905 C49	(BIOENGINEERING) Engineering as relating to the biosynthesis or processing of animal or plant products (includes fermentation processes); (BIOMEDICAL) The branch of medicine that is combined with research in biology; design and use of related equipment, etc.
574	Environment and Sanitary Engineering: H0922 C44	(ENVIRONMENT) Concerned with the control of temperature and quality of air and the design, testing, installation, and development of heating and cooling systems. (SANITARY) A branch of civil engineering concerned primarily with environmental conditions (as pure water supply, waste disposal, insect control, nuisance abatement) conducive to public health.
575	Geological/Geophysical/Mining and Mineral Engineering: H0911 H0912 C32 C47	The application of knowledge concerning the history of the earth and its life, especially as recorded in the rocks, to the field of engineering; scientific methods of locating and studying underground deposits of ores, minerals, oils, gas and water. Concerned with the location and evaluation of mineral deposits, the survey of mining areas, the layout and equipment of mines, and the supervision of mining operations.

576 Nuclear Engineering: H0920 C49	Concerned with developing, manufacturing, testing, researching, maintaining, storing, and handling materials in the nuclear science and energy field.
577 Ocean Engineering: H0924 C49	Engineering knowledge and techniques applied in a marine environment.
578 Petroleum Engineering: H0907 C43	Concerned with the recovery and use of gas and oil, including oil field preparation, rig design and construction, drilling, crude petroleum production, and petroleum refining.
580 Fine and Applied Arts: H1000	The creation and appreciation of the diverse modes of communicating ideas and emotions by means of stylized, visual, and nonvisual representations and symbols.
581 Fine Arts: H1001	Superior art in the sense that it is representative of the highest human achievement in any of the various art fields.
582 Art (Painting, Drawing and Sculpture: H1002	(PAINTING) The art of graphic expression in which objects seen or imagined are represented and in which ideas and feelings are given form; (DRAWING) Depicting on a surface, such as paper, with pencil, crayon, pen, brush, or other graphic means; (SCULPTURE) The art of expressing ideas and representing forms in three dimensions rather than in a single plane, through the use of hard materials or of plastic materials rendered hard.
583 Art History and Appreciation: H1003	(HISTORY) A study of an organized body of materials dealing with art expression through the ages, with specific periods

		or schools of art in their relation to the general development of art, and with the lives and works of artists having historical significance, such a study being undertaken to increase and enrich the student's appreciation of art works, whether old or new, and to supply him with a historical perspective by which the better to see and understand current tendencies in art. (APPRECIATION) The act of evaluating, understanding, and experiencing art through sensitive awareness of worth or value. Includes "emotional appreciation," based on the pleasure and satisfaction derived from beauty of design, color, etc., and "intellectual appreciation," resulting from the understanding of aesthetic principles and artistic techniques.
584	Music (Performing, Composition and Theory): H1004	The fine art that utilizes sounds in time in a meaningful and organized manner. Learning experiences are designed to impart the skills and knowledge necessary for the understanding, appreciation, creation, performance, and enjoyment of music.
585	Music History and Appreciation: H1006	Organized subject matter and learning experiences designed to further pupil's knowledge, comprehension, and appreciation of various types and styles of music
586	Dramatic Arts/Dance: H1007 H1008	(DRAMATIC ARTS) The study of playwriting, dramatic literature, scenic design, acting, directing, and the supporting arts and crafts of the theater and of selected aspects of radio, television, and film. (DANCE) A form of expression through movement in response to rhythm, conducted on an individual or group basis.
587	Applied Design (Crafts): H1009	Activities emphasizing the conception and production of objects designed for use. Design quality and aesthetic and creative factors are emphasized. Includes ceramics, weaving, textile design, fashion design, jewelry, metal smithing, interior decoration and commercial art.

588 Photography/Cinematography: H1010 H1011	The process of producing work in photographic and related media emphasizing, in addition to technical aspects, the artistic elements which distinguish this work from similar offerings in journalism, science, or vocational education. Includes the science of motion-picture photography.
590 Foreign Languages (Classical): H1100 H1110	The study of language, literature, and culture of an ancient civilization; e.g. classical Arabic, Chinese, Greek, Hebrew, and Latin.
600 Foreign Languages (Modern): H1100	The study of language, literature, and culture of a selected segment of the population of the modern world.
601 French: H1102	The language, literature, and culture of the French-speaking people.
602 German: H1103	The language, literature, and culture of the German-speaking people.
603 Italian: H1104	The language, literature, and culture of the Italian-speaking people.
604 Japanese-Korean: H1108	The language, literature, and culture of the Japanese-speaking or the Korean-speaking people.
605 Russian: H1115	The language, literature, and culture of the Russian-speaking people. (Note: Other languages spoken within the USSR such as Georgian, Ukranian, and Uzbec, should be recorded under "Other specific modern foreign language subject matter--609".)
606 Semitic Languages: H1111	The language, literature, and culture of the Semitic-speaking people. Includes Hebrew, Aramaic, Arabic, Ethiopic, and Canaanitic.
607 Sino-Tibetan Languages: H1107	The language, literature, and culture of the Sino-Tibetan-speaking people. (Note: Includes Tibetan, Chinese, and Thai.)
608 Spanish: H1105	The language, literature, and culture of the Spanish-speaking people.

610	Health Professions: H 1200 C52 C53	Having to do with the maintenance and restoration of physical and mental health.
611	Dentistry: H 1204 H 1205 C52 C53	All learning activities designed to prepare a person to become a dentist or one concerned with supportive services to the dental profession. Includes dentists with post-doctoral degrees, e.g. orthondontist, oral surgeon, pedodonist, endodontist, etc., dental hygienists, and dental technologists in baccalaureat and higher programs. (Note: Includes dental specialties and dental technologies.)
612	Medicine: H 1206 H 1207 C52 C53	Learning experiences designed to prepare a person to become a physician. Includes medical specialties (post-doctoral programs) such as internists, pediatrician, etc., except for "psychiatrist" which should be coded 615. (Note: Includes medical specialties and medical laboratory technologies.)
613	Pharmacy H 1211 C52 C53	All learning experiences designed to prepare a person for the occupation of pharmacist.
614	Physical Therapy: H 1212 C52 C53	Learning experiences designed to prepare a person to become a professional physical therapist who treats disability, injury, and disease by nonmedical means, involving the use of massage, exercise, heat, light, water, and electricity (except Roentgen rays, radium, and electrosurgery).
615	Psychiatry: C52 C53	Learning experiences designed to teach a physician to diagnose and treat mental disorders and problems of personal adjustment.
616	Nursing: H 1203 C52 C53	Learning activities designed to prepare a person to care for and wait on the infirm, the injured, or the sick, and to perform supportive services to a physician or dentist.
617	Veterinary Medicine: C51	Learning activities designed to prepare the student to treat the injuries and diseases of animals.
621	Clinical Social Work: H 1222 C52 C53	Learning activities designed to prepare a person to improve the ability of handicapped persons to play a normal part in society through the technique of analysis

	and interpretation of social conditions in the home, school, and neighborhood. Includes psychiatric social worker, rehabilitative social worker, and medical social worker.
622 Hospital and Health Care Administration: H1202 c52 c53	Learning experiences designed to prepare a person to manage or supervise the operation, maintenance, and general use of an institution or place where sick or injured persons are given medical or surgical care.
623 Opthamology/Optometry: H1209 c52 c53	Learning activities designed to teach a physician how to diagnose and treat diseases and refractive errors of the eye. (OPTOMETRY) Learning activities designed to teach a person the skills necessary to measure the refraction of the eye and to prescribe eyeglasses and contact lenses.
624 Public Health: H1214 c52 c53	The art and science of dealing with the protection and improvement of community health by organized community effort and including preventive medicine and sanitary and social sciences.
625 Radiologic Technologies (Baccalaureat and Higher Programs): H1225 c52 c53	Programs in higher education designed to prepare a person to conduct radiologic evaluation of exposure to Xray, gamma, and alpha emitters and to recommend measures to insure maximum protection. (Note: Does not include the "Radiologist--612".)
626 Speech Pathology and Audiology: H1220 c52 c53	(SPEECH PATHOLOGY) Learning activities designed to prepare an individual for the work of identifying children with speech and language disorders; diagnosing and appraising specific speech and language disorders; making referrals for medical or other professional attention necessary to the habilitation of speech and language disorders; providing required speech habilitation services; and counseling and guiding children, parents, and teachers as appropriate to the habilitation of speech and language.

	(AUDIOLOGY) Activities designed to prepare an individual for the work of identifying children with hearing loss; determining the range, nature, and degree of hearing function; making referrals for medical or other professional attention as appropriate to the habilitation of hearing; language habilitation; auditory training, speech reading (lip reading), and speech conservation as necessary; creation and administration of programs of hearing conservation; and counseling and guidance of children, parents, and teachers as appropriate.
627 Occupational Therapy: H1208 C52 C53	A combination of subject matter and experience designed to prepare a person to work under the direct supervision of a physician in planning and conducting mental or physical activities which will contribute to and hasten a person's recovery from disease or injury.
630 Home Economics: H1300	The theory and practice of family and home care including the science of foods, home decoration and management, and child care.
631 Child Development: H1305	The study of children, drawing upon such sciences as biology, physiology, embryology, pediatrics, sociology, psychiatry, anthropology, and psychology. Emphasis is placed on the importance of understanding children through study of the mental, emotional, social, and physical growth and particular emphasis is laid on the appraisal of impacts on the growing personality of home, school, and the community.
632 Clothing and Textiles : H1303	The study of clothing and textiles, including the significance of these to the individual and family, and the nature, acquisition, and uses of textiles and clothing products. Planned experiences in the selection, construction, maintenance, and alteration of clothing and other textile products are usually provided.

633 Consumer Economics and Home Management: H1304	(CONSUMER ECONOMICS) The study of the use of resources to satisfy the needs and wants of consumers as individuals and as a group; the study of the economic principles and forces that effect the consumers, and the interpretation of economic theories in terms of consumer interest as distinguished from producer interest. (HOME MANAGEMENT) The study of the complexities and processes involved in formulating goals, making decisions, and effectively using and controlling human resources for establishing and maintaining a home and family. Includes a variety of home management considerations such as the societal and economic influences on individual and family management, values, goals, standards, family economics, and the organization of activities in the home.
634 Family Health:	The study of related aspects of health in family living with special emphasis on nutrition, emotional health, and the relationship of the health of an individual to the well-being of the family, the prevention of illness, and the management and elementary skills involved in caring for the ill and convalescent in the home.
635 Family Relations: H1305	The study of the nature, functions, and significance of human relationships in the family. The subject matter includes concepts and principles related to various family living conditions, the establishment and maintenance of relationships, the preparation for marriage and family life, the development and socialization of the individual, needs and interests of family members, etc.
636 Foods and Nutrition: H1306	The study of food and its role in personal and family living, including the basic principles of health, food management, and economics. In practice, emphasis is frequently placed on meal management as a means of understanding the significance and nature of foods, its care, and its preparation for individuals and families. (Note: Includes dietetics.)

637	Home Decoration and Home Equipment:	H1302	(HOME DECORATION) Organized learning experiences concerned with the application of art principles to the design, selection, and arrangement of materials and objects in the home. (HOME EQUIPMENT) Learning activities concerned with the care, improvement, and maintenance of home furnishings and equipment.
640	Law:	H1400	Instruction in the legal customs, practices, and rules of society and states for the purpose of preparing for a career in jurisprudence.
650	Letters:	H1500	English language and literature and value systems related to ancient and modern cultures.
651	English:	H1501	The study of the English language, including English composition, history of the English language, culture of English-speaking people, etc. (Note: Does not include the study of English literature (652), the study of English as a foreign language (657), or the study of English linguistics (654)).
652	English Literature:	H1502	The study of selected literary works of various types. These works can be approached within successive historial periods of English history with attention to differences in the cultural settings and varying styles of literary expression.
653	Comparative Literature/Classics:	H1503 H1504	The study of selected literary works from more than one cultural origin, employing the description, classification, and analysis of these works in order to ascertain and evaluate similarities and differences existing between or among them.
654	Linguistics	H1505 C74	The descriptive,historical, and theoretical study of language as such, its nature, structure, varieties, and history, including especially the sound system (phonology), grammatical system (morphology, syntax), lexical system (vocabulary, semology), and writing system. (Note: Includes "Phonetics," "Semantics," and Philology." For general studies of the "English Language," code 651; for studies of the "Linguistics of the English Language," code 654.)

655 Speech/Debate, and Forensic Science: H1506	Subject matter and experiences comprised of a wide spectrum of studies and activities that range from the scienfific (voice science) through the humanistic (rhetoric) and the behavioral sciences (group dynamics) to the artistic (oral interpretation of literature). The unifying feature of these studies and activities is the predominance, in varying degrees, of oral communication, including argumentative discourse, public speaking, formal debating, etc. (Note: Includes "Rhetoric" and "Public Address")
656 Creative Writing: H1507	Learning experiences designed to develop knowledge, understanding, and skills involved in a form of writing that is free (not prescriptive) and expresses primarily the interest and emotions of the writer, particularly the personal satisfaction that the writer feels.
657 Teaching of English as a Foreign Language: H1508	The study of the language, literature, and culture of the English-speaking peoples by individuals whose mother tongue is not English.
658 Philosophy: H1509	The science that seeks to organize and systematize all fields of knowledge as a means of understanding and interpreting the totality of reality. Usually includes logic, ethics, aesthetics, metaphysics, and epistemology.
660 Library Science: H1600	Having to do with instruction in the professional skills required to organize collections of books and related materials and the training necessary for providing services related to them.
670 Mathematics: H1700 C21	The science of numbers and space configurations and their operations, measurement, relationships, and abstractions.
671 General Mathematics: H1701 C21	A course in which the simple and significant principles of different fields of mathematics are taught so as to emphasize their natural interrelations. Includes "combination mathematics," "correlated mathematics," "exploratory mathematics," "fusion mathematics," and "integrated mathematics."

672	Statistics (Mathematical and Theoretical):	H1702 C21	The classification and frequence of occurence of different kinds of things or of different attributes of things, as a basis for induction and inferences; a set of tools for summarizing and describing a set or sets of data and for testing of hypotheses. (Note: Excludes "Statistics in Psychology - 717".)
673	Applied Mathematics:	H1703 C21	Mathematical principles and techniques viewed as supplied with content from observations of and contacts with human life and experience.
680	Military Sciences:	H1800 C99	Techniques and skills unique to the pursuit of a professional career as a military officer.
681	Military Science (Army):	H1801 C99	The teaching of techniques and skills unique to the pursuit of a professional career as an officer in the Army.
682	Naval Science (Navy, Marines):	H1802 C99	The teaching of techniques and skills unique to the pursuit of a professional career as an officer in the Navy or Marine Corps.
683	Aerospace Science (Air Force):	H1803 C99	The teaching of the techniques and skills unique to the pursuit of a professional career as an officer in the Air Force.
690	Physical Sciences:	H1900 C19	Having to do with the basic nature of matter, energy, and associated phenomena.
691	Chemistry :	H1905 C12	The study of the composition structure, and properties of matter, and of changes in matter, including the accompanying energy phenomena.
692	Physics :	H1902 C13	The study of the branch of science that is concerned with matter and energy, including the study of phenomena associated with mechanics, heat, wave motion, sound, electricity and magnetism, light, and atomic and nuclear structure.

700 Earth-Space Sciences:	Facts, concepts, and principles of geology, astronomy, meterology, oceanography, and space exploration which are interrelated in the study of the natural environment of both earth and space.
701 Astronomy/Astrophysics: H1911 H1912 C11	The study of the matter and energy in the universe including the solar system, stars, galazies, nebulae, and other extragalactic phenomena. Includes a study of the physical and chemical natures of the heavenly bodies and their origin and evolution.
702 Atmospheric Sciences and Meteorology: H1913 C31	The study of the nature and energy in the gaseous mass enveloping the Earth or other heavenly body. Includes all aspects of matter-energy exchange; weather and climate, including humidity, temperature, atmospheric pressure, air masses and motion, clouds, precipitation, and interrelationships on both local and global scales.
703 Geology/Geochemistry/Geophysics and Seismology: H1914 H1915 C32	(GEOLOGY) The study of the composition, structure, and history of the earth and of earth processes. Includes mineralogy, petrology, physiography, etc. (Note: excludes "Paleontology--706".) (GEOCHEMISTRY) A science that deals with the chemical composition of and the actual or possible chemical changes in the crust of the earth; (GEOPHYSCIS) The physics of the earth including the fields of hydrology, volcanology, magnetism, radioactivity, and geodesy. (Note: excludes "Meterorology--702" and "Oceanography--705"). (SEISMOLOGY) A science that deals with earthquakes and attendent phenomena including the study of artificially produced elastic waves in earth materials.
704 Metallurgy: H1920 C47	A science and technology that deals with the extraction of metals from their ores, refining them, and preparing them for use, and includes processes (alloying, rolling, etc.) and the study of the structure and properties of metal.

705 Oceanography: H1919 C33	The study of the oceans and other large bodies of water. Includes the study of processes, compositional features, the interactions with the atmosphere and lithosphere, and biological interrelationships.
706 Paleontology: H1913 C32	The study of prehistoric forms of life such as plant and animal fossils.
707 General Earth Science: H1917 C32	A course in which the fundamental principles of geology, astronomy, meteorology, oceanography, and space exploration are taught so as to emphasize their natural interrelations.
710 Psychology: H2000	Having to do with behavioral and mental processes.
711 Clinical Psychology: H2003 C61	A form of applied psychology that defines the behavior capacities and personality characteristics of an individual through methods of measurement, analysis and observation, and on the basis of these findings, makes recommendations for management of the individual or carries on educational counseling and psychotherapeutic procedures. (Note: Includes "depth psychology")
712 Developmental Psychology: H2009 C62	The study of those aspects of psychology concerned with the progressive development and behavior in childhood and adolescence. Frequently emphasized for study are: behavior and mental growth; the process of maturation; the concept of self; norms in behavior and social norms; heredity and environment and their interaction; parent-child relationships; and the effects of cultural and social forces on attitudes and values. (Note: Includes "Child Psychology and Genetic Psychology")
713 Experimental Psychology (Animal and Human): H2002 C61	Study through laboratory techniques of those phases of animal and human behavior that can be so investigated.
714 Industrial Psychology: H2008 C62	The scientific investigation of industrial problems by the methods, concepts, and principles of psychology, and utilization of the findings to increase efficiency.

715 Physiological Psychology: H2010 C61	The study of the functions of the parts and organs of an organizm as they affect its integrating of experience.
716 Psychology for Counseling: H2004 C62	Those psychology courses and learning experiences designed to prepare a person for the vocation concerned with assisting individual students or other persons to make adjustments and choices, especially in regard to vocational, education, and personal matters.
717 Psychometrics/Statistics in Psychology: H2006 H2007 C21	Studies dealing with the development and application of statistical methods for the analysis of data; also, measurement by means of psychological tests.
718 Social Psychology: H2005 C62	The study of the behavior of individuals and of groups, of behavioral interactions, and of the influence of the group(s) on attitudes, emotions, and personality development. Includes the adjustment of individuals to group situations (family, school, occupation); social foundations of attitudes and behavior, development, and change; social judgments and perception; psychological factors involved in race prejudice, war and nationalism; mob, crowd, or mass psychology.
720 Public Affairs and Services: H2100	Developing and improving competencies in the management and operation of governmental agencies.
721 Community Services (General): H2101	Activities and enterprises conducted by persons, institutions, and the community as a whole for the maintenance and improvement of desirable social conditions in a locality.
722 International Public Service : H2106	Learning experiences which will prepare a person to engage in activities designed to reach the world's population in the public interest. Includes training for humanitarian activities such as proprovision and distribution of food, medicine, supplies, etc. during an emergency. (Note: Excludes "diplomatic service--737".)

723 Parks and Recreation Management: H2103	Learning experiences which will help to prepare an individual for work involving the management and operation of areas set aside for recreation, and of the recreational services and activities themselves.
724 Police Science (Law Enforcement and Corrections): H2105	A planned sequence of classroom instruction and laboratory experiences designed to prepare a student for entrance into police work, including the work of a scientist or technologist (with at least a baccalaureat degree) in a crime laboratory; the work of professionals in a correctional institution or juvenile court, etc.
725 Public Administration: H2102	Learning experiences designed to prepare an individual to manage and operate an agency charged with the administration of governmental functions.
726 Social Work and Helping Services: H2104	Learning activities related to the preparation of an individual for work in a voluntary or governmental activity designed to improve the ability of handicapped persons to play a normal part in society. (Note: Excludes "clinical social work--621".)
730 Social Sciences: H2200	All aspects of the past and present activities, conduct, interactions, and organizations of humans.
731 Anthropology/Archaeology: H2202 H2203 C71	The study of man and his works in which attention is focused on the relation between man and culture in the past and present, and on man's ongoing cultural development and the varieties of human, physical, social and cultural forms. Includes the study of human history from the remains of past cultures.
732 Criminology: H2209 C76	The science or study of crime as a social problem, and the investigation of the causes, detection, and prevention of crime and the treatment of criminals.

733 Demography: H2215 C76	The science or study of the vital statistics of populations, including the rate of population change and the causes of such change; moral, intellectual, physical, physiological, and economic factors affecting births, marriages, and morality; etc.
734 Economics: H2209 C72	The production, distribution, and consumption of commodities having exchange value and the social phenomena arising from such activities.
735 Geography: H2206 C79	The study of spatial relations and spatial processes on the earth's surface, studied on a wide scale ranging from local to worldwide; the science of the earth, including a study of land, water, air, the distribution of plant and animal life, man and his industries, and the interrelations of these factors.
736 History: H2205 C73	The study of man's past considered in terms of what has been interpreted about change or process concerned with both the recording and critical interpretation of past events.
737 Political Science, Government, and International Relations: H2207 H2210 C75	The study of government(s) and political behavior. Includes courses in contemporary world affairs (factors influencing the relations between nations), political parties, pressure groups, the role of public opinion, political theory, diplomatic relations, etc.
738 Sociology: H2208 C76	The study of human society, its structure and processes. Includes a wide range of societal relationships from the primary groups such as the family, the tribe, and the clan, to the complex groupings that characterize the megalopolis of urban society.

740	Theology: H2300	Learning activities realted to the systematically formulated beliefs or knowledge concerning God. (Note: Includes subjects related to preparation and training for religious vocations.)
741	Biblical Languages: H2303	A study of the languages used in the writing of the Bible, including Biblical Hebrew, Biblical Aramaic, etc.
742	Religious Education: H2304	Indoctrination in the tenets, beliefs, dogmas, or ceremonies of any religion or religious sect or denomination; instruction in or teaching about religions or religious literatures for informational, inspirational, or moral purposes.
750	Interdisciplinary Studies: H4900 C99	Involving more than one major discipline without primary concentration in any one area.
751	General Liberal Arts and Sciences: H4901 C99	Education that is broad and general, rather than narrow or specialized, and is offered as preparation for living rather than for earning a living.
752	Biological and Physical Sciences: H4902 C99	Relating to the study of living things and of the physical composition and structure of phenomena.
753	Humanities and Social Sciences: H4903 C99	A group of related subjects such as literature, art, music, religion, history, philosophy, and classical and modern languages, with aspects of social sciences/social studies usually forming the core, concerned with man's cultural achievements and values in society.
754	Engineering and other Disciplines : H4904 C99	Relating to the science by which the properties of matter and the sources of energy in nature are made useful to man in structures, machines, and products.

770	Business and Commerce Technology: H5000	Associated with development of skills required for commercial, business, or secretarial occupations at the semi-professional level. Two years of preparation beyond high school are usually sufficient for entrance into these occupational fields.
771	Accounting Technologies: H5002	Bookkeeping, simple statement analysis, banking operations, and other services supportive of the accountant.
772	Business and Industrial Management:	Learning activities in technical and occupational curriculums designed to prepare students for positions of responsibility in business or industry.
773	Finance: H5003 c 72	Learning experiences in technical and occupational curriculums related to the tasks performed in financial institutions such as those engaged in deposit banking and related services, extending credit, etc. (Note: Includes Banking.)
774	Marketing, Distribution, and Purchasing: H5004	Learning experiences in technical and occupational curriculums dealing with the flow of goods and services from the producer to the consumer, and with the buying of all materials needed by a business establishment.
775	Secretarial Technology: H5005	Learning activities in technical and occupational curriculums dealing with the acquisition of secretarial skills such as typing, shorthand, transcription, use of business machines, letter writing, filing and records management, etc. (Note: Includes "Office Machines Training".)
780	Business and Commerce Technologies (Trades Education): H5001	Learning activities specifically associated with the development of technical knowledge and related industrial information necessary for success in one or more of the skilled trades.
781	Communications and Broadcasting : H5008	Learning activities in technical and occupational curriculums related to the study of and experiences with the mechanical devices and methods used in the transmission, reception, and recording of verbal and graphic messages.

782	Hotel and Restaurant Management: H5010	The tasks performed by management personnel in establishments that: (1) provide lodging, means, convention facilities, and other services on a year-round or seasonal basis to the general public; or (2) serve prepared foods and drinks for consumption on their own premises or at a place designated by the customer.
783	Personal Service: H5006	The tasks performed by those rendering perosnal services, e.g., cosmetologists, barber, stewardesses, etc.
784	Photography: H5007	Organized learning experiences which include theory, laboratory, and studio work as each relates to all phases of camera uses and photographic processing. Includes the development of skills and knowledge essential for employment in planning, developing, and producing in such areas as audiovisual materials and telecasting, and for employment as a commercial photographer, airbrush man, cameraman, etc.
785	Printing and Lithography: H5007	Organized learning experiences concerned with making ready, operating, and maintaining printing presses, or concerned with lithography, lithographic photography, stripping, and related plate-making processes.
786	Transportation and Public Utilities: H5011	Organized subject matter and learning experiences related to: (1) the physical movement of people, personal effects and products, and the sales, storing, and sales-supporting tasks performed by employees in enterprises engaged in passenger and freight transportation, public warehousing, and services incidental to transportation; or (2) the tasks performed by employees in business organizations which are vested with public interest, usually because of monopoly privileges, and so subject to public regulation such as fixing of rates, standards of service, and provision of facilities.

787	Applied Arts, Graphic Arts, and Fine Arts: H5012	(APPLIED ARTS) Learning activities dealing with the principles underlying the fine arts such as applied to utilitarian things, e.g. the principles of color composition and design as applied to machine-woven fabrics; the decorative arts. (GRAPHIC ARTS) Learning experiences concerned with those expressions of art produced by printing from various kinds of blocks, plates, or type, e.g. hand and machine typesetting and typecasting, photoengraving, silkscreen making and printing, and bookbinding. (Note: Printing" and Lithography" should be coded 785) (FINE ARTS) Learning activities related to the acquisition of technical skills involved in architectural design, advertising design, painting, or sculpture. (Note: Includes advertising design.)
790	Data Processing Technologies: H5100	The development of skills required for data processing or related occupations at the semiprofessional level. Two years of preparation beyond high school are usually sufficient for entrance into these occupational fields.
791	Computer/Peripheral Equipment Operation and Maintenance: H5104	Learning activities concerned with the principles of operating and maintaning computers and auxillary equipment such as printers, readers, card punch machines, discs, drums, tapes and tape drives, data cells, terminals, plotters, etc. (Note: Code the operation and maintenance of data processing equipment under "Data Processing Equipment, Operation, and Maintenance--793.")
792	Computer Programming: H5103 C21	Flow charting and writing instructions in computer language for the direction of computer operation in the solution of a problem.
793	Data Processing Equipment, Operation, and Maintenance: H5105	Learning activities concerned with the application of principles and maintaining data processing equipment such as done by interpreters, verifiers, sorters, reproducers, collators, listers, bursters, etc. (Note: Code the operation and maintenance of computer and peripheral equipment under 791)

794	Key Punch Operation and Other Input Preparation: H5102	The operation, maintenance, and repair of keypunch and other input equipment such as the keypunch machine, digitizer, etc.
800	Health Services and Paramedical Technologies: H5200	The development of skills required for health service related occupations at the semiprofessional level. Two years of preparation beyond high school are usually sufficient for entrance into these occupational fields. (Note: Includes "general health services assistant technologies")
801	Dental Technology: H5202 H5203 H5204 C53	Services which are supportive to the dental profession, including dental hygiene, dental assisting, and dental laboratory technology.
802	Medical Assistant Technology: H5213 H5214 C53	Learning experiences which prepare a person (other than a nurse or other professional person) for the duties involved in assisting a physician during the performance of his job; also includes a physician's office personnel and medical record technologists. (Note: "Medical Laboratory Technologists" should be coded 803).
803	Medical or Biological Laboratory Assistant Technology: H5205 C52	Planned subject matter and laboratory experiences concerned with bacteriological, biological, and chemical tests to provide data for use in diagnosis and treatment of diseases using microscopes, micrometers, and other instruments. Includes cytologists, histologists, hematologists, and other medical assistants or biological assistants who work under the supervision of medical technologists, biologists, physicians, clinical pathologists, etc.
804	Physical Therapy Technology: H5219 C52	A combination of subject matter and experiences designed to prepare a person to assist the professional physical therapist in implementing the plan of therapy for a patient as prescribed by a physician.

805 Psychiatric Technology: HS216 C52 C53	A combination of subject matter and experiences designed to prepare a person: (1) to care for mentally ill patients in a psychiatric medical care facility under the direction of nursing and medical staffs; or (2) to assist nursing and medical personnel in rehabilitating mentally ill patients through recreational and occupational activities, training in new patterns of living, physical care of patients, and giving prescribed medication. (Note: Includes "Technology for Mental Health Aides")
806 Nursing: HS208 C53	A combination of general and nursing education and clinical experiences designed to prepare a person for : (1) general-duty nursing under the nurse supervisor or physician (includes registered and vocational nurses); or (2) performance of simple tasks involved in the personal care of individuals receiving nursing services.
807 Animal Laboratory Assistant Technology: HS206 C51	Planned subject matter and laboratory experiences designed to prepare a person to assist a veterinarian, biologist, or other professional person in conducting animal experiments, caring for animals, etc.
811 Occupational Therapy Technology: HS210 C52	A combination of subject matter and experiences designed to prepare a person to assist the professional occupational therapist in implementing the plan of therapy for a patient as prescribed by a physician.
812 Optical Technology: HS212 C52 C53	A combination of subject matter and experiences designed to prepare a person, working under the supervision of an opthalmologist or optometrist to perform tests, administer treatment preliminary to examination or surgery, prepare and fit eyeglasses or contact lenses (optician), and direct corrective eye exercises.

813	Radiologic Technology: H5207 C52	A combination of subject matter and experiences designed to prepare a person to apply roentgen rays and radioactive substances to patients for diagnostic and therapeutic purposes. Includes radiologic technologist, radiation therapist, and nuclear medical technologist.
814	Technology for the Management of Health Services Institutions: H5213	Learning experiences designed to prepare a person to direct or manage a place where medical, dental, psychiatric, or nursing services are provided.
820	Mechanical and Engineering Technologies: H5300 C49	The development of skills required for mechanical-and engineering-related occupations at the semiprofessional level. Two years of preparation beyond high school are usually sufficient for entrance into these occupational fields.
821	Aeronautical and Aviation Technology: H5302 C41	The propulsion, control, and guidance system of the airplane, and the collection of pertinent engineering data in a research-and-development activity, in direct support of the aeronautical engineer.
822	Chemical Technology: H5305 C43	A program of instruction designed to provide the pupil with knowledge of scientific principles, mathematical concepts, etc. which will enable him to be supportive to professional personnel in the chemical field.
823	Civil Technology: H5309 C44	Learning activities which prepares an individual to support the civil engineer in designing, testing, and supervising the construction of highways, railroads, airports, bridges, harbors, irrigation works, sanitary plants, and other structures.
824	Electronics and Machine Technology: H5310 C45	Learning experiences concerned with the design, development, modification, and testing of electronic circuits, devices, and systems. Includes instruction in the maintenance and repair of televisions, major and minor appliances, and office machines.

825	Industrial Technology: H5312 c49	Learning experiences designed to prepare the pupil to be supportive to the industrial engineer in production and planning, in designing and installing integrated systems of materials, machinery, equipment, and personnel, etc.
826	Mechanical Technology : H5315 c46	A program of learning experiences designed to prepare a pupil to become supportive to the mechanical engineer in the performance of duties related to the generation, transmission, and utilization of heat and mechanical power; and the production of tools, machinery, and their products.
827	Metallurgical and Materials Technology: c47	(METALLURGICAL) Learning experiences concerned with the production, research, and/or quality control of metals; includes conducting tests on the properties of metals, the development and design of pilot and production plants, etc. (MATERIALS) Learning experiences related to industrial-technical materials and processes including their properties and utilization as they are fabricated into usable products
831	Architectural Drafting Technology: H5304 c44	The study of the means of communicating, through lines and symbols, information about buildings. Learning activities include the development of sketches, plans, elevations, sections, and detail drawings, and the study of architectural design, the history of structures, building ordinances, and building materials.
832	Automotive Technology: H5306 c49	The design, development, and testing of internal combustion engines and related and component parts of the motor vehicle.
833	Construction and Building Technology: H5317 c44	Classroom and shop experiences concerned with the erection, installation, maintenance, or repair of buildings, highways, airports, missile sites, and earth and other structures using assorted materials such as metal, wood, stone, brick, glass, concrete, or composition substances. Includes instruction in carpentry, electrical work, plumbing, sheet metal, heavy equipment operation and repair, air conditioning, heating, masonry, etc.

834 Engineering Graphics (Tool and Machine Drafting and Design): H5303 C49	The preparation of drawings, specifications, calculations, and procedures emphasized in the design or redesign of parts, assemblies, tools, jigs, and fixtures, and the testing of the characteristics and performance of units and componants.
835 Electromechanical Technology: H5311 C49	Learning experiences in both the mechanical and electrical fields, including instruction concerned with the design, development, and testing of electromechanical devices and systems; feasibility testing of engineering concepts; etc.
836 Instrumentation: H5314 C49	Learning experiences concerned with providing the pupil with an understanding in the fields of electricity, electronics, mechanics, pneumatics, and hydraulics as they pertain to applications of the principles of control and recording systems and automated devices.
837 Nuclear Technology: H5316 C49	Learning experiences designed to prepare the pupil to be supportive to professionals engaged in developing, manufacturing, testing, researching, maintaining, storing, and handling materials in the nuclear science and energy field. Includes reactor technicians, radiation safety technicians, and radioactive materials technicians.
840 Natural Science Technologies: H5400	The development of skills required for natural science related occupations at the semiprofessional level. Two years of preparation beyond high school are usually sufficient for entrance into these occupational fields.
841 Agricultural Technology: H5402	Learning experiences in physical sciences, mathematics, and specialty courses dealing with farm machinery, farm structures, and rural electrification designed to prepare the graduate to work in direct support of the agricultural engineer. (Note: Includes "Horticulture.")

842	Environmental Health Technology: H5408	Learning experiences designed to prepare the pupil to support professional personnel in the utilization, improvement, inspection, etc. of environmental factors, including instruction concerning water supply, pollution control, food contamination, air pollution, radiation exposure, crowdedness, noise, and mobility. (Note: Includes "Sanitation" and "Public Health Inspection.")
843	Food Services Technology: H5405	Learning experiences which will enable the pupil to support professionals engaged in operating, inspecting, and improving institutional and commercial food services (preparing and serving food).
844	Forestry and Wildlife Technology: H5403	Learning experiences designed to prepare the pupil to function as a technical specialist in the utilization of the country's timber resources and the preservation and/or improvement of wildlife such as game, fowl, and fish.
845	Home Economics Technology: H5405	Learning experiences which require the the application of knowledge and methods combined with technical skills in support of activities concerned with children, home furnishings, interior decorating, etc. (Note: Does not include "food services technology--843").
846	Laboratory Technology (General): H5407 C51	Learning experiences designed to enable the pupil to assist biologists, botanists, microbiologists, zoologists, etc. in laboratory settings.
847	Marine and Oceanographic Technology: H5406	Learning activities designed to prepare the pupil to assist the oceanographic or other marine specialists in their study of the oceans and other large bodies of water.
850	Public Service Related Technologies: H5500	The development of skills required for public service related occupations at the semiprofessional level. Usually requires high school plus two years

851	Educational Technology for Teacher Aides: H5503	Learning activities designed to enable an individual to perform assigned activities of a nonteaching nature in order to assist a staff member to perform professional educational teaching assignments.
852	Educational Technology for Two-Year Teacher Training Program: H5503	Training of educational paraprofessionals to less than a B.A. level for service in teaching and administration.
853	Fire Control Technology: H5507	Specialized class and practical experiences concerned with the practices and techniques of firefighting and fire control.
854	Library Assistant Technology: H5504	Learning experiences designed to prepare a pupil to perform many library tasks such as charging books to borrowers, slipping and shelving returnedbooks, repairing books, typing book cards, etc.
855	Police/Law Enforcement/Corrections Technology: H5505	Instruction designed to prepare a student to function as one or more of the following (1) a generalist in any law enforcement agency concerned with patrol and investigative activities, traffic control, initial contact with the public such as obtaining information, preparing reports, and testifying in courts; (2) an evidence technician operating in a crime laboratory or mobile unit concerned with the collection, preparation, and transportation of physical evidence, including the use of skills in photography and report writing; and (3) a technician primarily concerned with delinquency or crime prevention who may be employed by a police agency, juvenile court, or correctional institute to (a) investigate and refer dependent - neglected children, delinquents, and youthful offenders, (b) supervise persons on probation, or (c) provide rehabilitative services to offenders.
856	Public Administration and Management Technology: H5508	Learning experiences designed to enable an individual to assist public administrators in local, state, and federal government agencies.
857	Religion-Related Occupational Technology: H5502	Learning experiences designed to enable an individual to assist professionals in the conduct of religious activities.

858	Social Work Related Technology H 5506	Learning activities which enable an individual to assist a professional social worker in the investigation and diagnosis of educational and social problems. (Note: Includes "Recreational Technology.")
859	Other Specific Subject Matter for Public Service Related Technologies	Technological training for activities in public service not otherwise defined.
860	Other Specific Subject Matter in Public Service Technological & Occupational Education	Matter not otherwise defined.

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DEMOGRAPHIC CHARACTER OF UTC

100	Urban area:	A concentrated population area, including some unincorporated but densely populated areas such as fringe areas or unincorporated suburbs of large cities; synonomous with "Standard Metropolitan Area" which is defined as "a county or group of contiguous counties which contain at least one central city of 50,000 inhabitants or more; the counties contiguous to the one containing such a city are included in a standard metropolitan area if they are essentially metropolitan in character and socially and economically integrated with the central city; in New England, New York, and Wisconsin, "towns" and "cities" are used instead of "counties." (Note: As used here, central city refers to a city of 25,000 inhabitants or more which is within the SMA and has a population amounting to one-third or more of the "principal central city"-- which is the largest city in a SMA.) More generally, an "urban area" is "a large city and its suburbs."
110	Large City.	(Over 500,000 population) Any U. S. city having a population (within the city limits) of 500,000 or more. Includes the following cities: Baltimore, Boston, Chicago, Cleveland, Columbus, Dallas, Denver, Detroit, Houston, Indianapolis, Jacksonville, Los Angeles, Memphis, Milwaukee, New Orleans, New York, Philadelphia, Phoenix, Pittsburg, San Antonio, San Diego, San Francisco, San Juan, Seattle, St. Louis, and Washington, D.C.
111.	Model City:	Any large city (population 500,000 or more) that receives supplemental financial and technical assistance through Federal Grant IV Aid Programs to improve the quality of their physical and social environment. Model cities are required to utilize state, local, and private resources, and to involve neighborhood residents in planning and executing comprehensive five-year plans.
112.	Inner City:	The area within a large city (population 500,000 or more) where members of a minority racial or cultural group live, especially because of social, legal, or economic pressure; often a highly congested area characterized by deterioration, poverty, and social disorganization.

120	Medium-large city:	(200,000 to 500,000 population) Any U.S. city having a population (within the city limits) of at least 200,000 but not more than 500,000. Includes the following cities: Akron, Ohio; Albuquerque, N.M.; Atlanta, Ga.; Austin, Tex.; Birmingham, Ala.; Buffalo, N.Y.; Charlotte, N.C.; Cincinnati, Ohio; Corpus Christi, Tex.; Dayton, Ohio; El Paso, Tex.; Ft. Worth, Tex.; Honolulu, Hawaii; Jersey City, N.J.; Kansas City, Mo.; Long Beach, Calif.; Louisville, Ky.; Miami, Fla.; Minneapolis, Minn.; Nashville-Davidson, Tenn.; Newark, N.J.; Norfolk, Va.; Oklahoma City, Okla.; Omaha, Neb.; Portland, Ore.; Richmond, Va.; Rochester, N.Y.; St. Paul, Minn.; St. Petersburg, Fla.; Tampa, Fla.; Toledo, Ohio; Tucson, Ariz.; Tulsa, Okla.; Wichita, Ks.; Yonkers, N.Y.
121	Model City:	Any medium-large city (population between 200,000 and 500,000) that receives supplemental financial and technical assistance through Federal Grant IV Aid Programs to improve the quality of their physical and social environment. Model cities are required to utilize state, local, and private resources, and to involve neighborhood residents in planning and executing comprehensive five-year plans.
122.	Inner City:	The area within a medium-large city (population 200,000-500,000) where members of a minority racial or cultural group live, especially because of social, legal, or economic pressure; often a highly congested area characterized by deterioration, poverty, and social disorganization.
130	Middle-sized City:	Any U.S. city having a population of at least 50,000 but not exceeding 200,000 within the city limits. (Note: For a listing of all U.S. cities falling within this population range, see the 1970 Census Population report.)
131	Model City:	Any middle-sized city (population 50,000 to 200,000) that receives supplemental financial and technical assistance through Federal Grant IV Aid Programs to improve the quality of their physical and social environment. Model cities are required to utilize state, local, and private resources, and to involve neighborhood residents in planning and executing comprehensive five-year plans.

132	Inner City:	The area within a middle-sized city (population 50,000 to 200,000) where members of a minority racial or cultural group live, especially because of social, legal, or economic pressure; often a highly congested area characterized by deterioration, poverty, and social organization.
140	Small city or town:	A compactly settled area having between 2500 and 50,000 inhabitants, usually (but not necessarily) incorporated, and given definite boundaries and powers by law. (Note: To be classified as a small city or town, it must be *more* than 20 miles from a large city, *more* than 15 miles from a medium-large city, and *more* than 10 miles from a middle-sized city. Any area having between 2500 and 50,000 inhabitants and falling *within* these specified distances should be classified as a "suburb," using codes 151, 152, or 153.)
141	Model City:	Any small city or town (population 2500 to 50,000) that receives supplemental financial and technical assistance through Federal Grant IV Aid Programs to improve the quality of their physical and social environment. Model cities are required to utilize state, local, and private resources, and to involve neighborhood residents in planning and executing comprehensive five-year plans.
142	Inner City:	The area within a small city or town (population 2500-50,000) where members of a minority racial or cultural group live, especially because of social, legal, or economic pressure; often a highly congested area characterized by deterioration, poverty, and social disorganization.
150	Suburb:	(Since neither the "Population Association of America" nor the Bureau of Census has an agreed upon definition for "suburb," PGIS CENTRAL has formulated the following definition.) A suburb is "an area with a population of less than 50,000, either incorporated or unincorporated, within a specified distance from a city. (Note: This specified distance varies according to the size of the nearest city having a population of at least 50,000. See definitions 151, 152, and 153 for further detail.)"

151	Suburb of a large city:	Any specified area with a population less than 50,000, either incorporated or unincorporated, within 20 miles of a city having more than 500,000 inhabitants within its city limits. (Note: Any area having a population between 2500 and 50,000 and falling outside the 20-mile radius should be classified as a "small city or town--140.")
152	Suburb of a medium-large city:	Any specified area with a population less than 50,000, either incorporated or unincorporated, within 15 miles of a city having between 200,000 and 500,000 inhabitants. (Note: any area having a population between 2500 and 50,000 and falling outside of the 15-mile radius should be coded "small city or town--140.")
153	Suburb of a middle-sized city:	Any specified area with a population less than 50,000, either incorporated or unincorporated, within 10 miles of a city having between 50,000 and 200,000 inhabitants. (Note: Any specified area having a population between 2500 and 50,000 and falling outside the 10-mile radius should be coded "small city or town--140.")
200	Rural Area:	Any specified area with a population of less than 2500 and not located within 20 miles of a large city, 15 miles of a medium-large city, or 10 miles of a middle-sized city. (see 205 through 240 for further detail.)
205	Rural area near a large city:	Any specified area other than a "farm" having a population less than 2500 and located between 20 and 50 miles of a large city (population 500,000 or more). (Note: does not include "Rural Appalachia" which should be coded 235.)
210	Rural area near a medium-large city:	Any specified area other than a "farm" having a population of less than 2500 and located within 15 to 50 miles of a medium-large city (population 200,000-500,000). (Note: does not include "Rural Appalachia" which should be coded 235).
215	Rural area near a middle-sized city:	Any specified area having less than 2500 inhabitants and located between 10 and 50 miles of a middle-sized city (population 50,000 to 200,000.) (Note: does not include "rural Appalachia" which should be coded 235.)
220	Rural area near a small city or town:	Any specified area other than a "farm" having a population of less that 2500, and located within 10 miles of a small city or town (population 2500-50,000). (Note: does not include "rural appalachia" which should be coded 235.)

225	Rural area not near any city or town:	Any specified area other than a "farm" having a population of less than 2500, and located at least 50 miles from a large city, 50 miles from a medium-large city, 50 miles from a middle-sized city, and 10 miles from a small city or town. (Note: Does not include "Rural Appalachia" which should be coded 235.)
230.	Farm:	Any specified tract of land that is devoted to agricultural purposes and/or the raising of domestic or other animals, regardless of its distance from any city or town. (Note: Does not include "Rural Appalachia," which should be coded 235.)
235.	Rural Appalachia:	Any specified area in the Appalachian Mountains of the Eastern United States that has fewer than 2500 inhabitants.
240	Other Depressed Rural Area:	A specified area having fewer than 2500 inhabitants, characterized by low social and economic levels, unsatisfactory living and working conditions, etc.
300	Reservation:	A specified tract of public land set aside for a particular purpose (as schools, forest, wild game, or the use of Indians.)
400	International Area:	Outside of the national area; a party, organization, association, etc. that transcends national limits.
410	U.S. Dependent School Abroad:	Educational institutions, organized by the U.S. Government, which are located in countries throughout the world for the purpose of providing educational opportunities for the dependents of U.S. government employees who are working and living in those countries, especially for dependents of members of the armed forces, diplomatic corps, etc.
490	Other Specific International area:	Programs, institutions etc. which transcend national limits such as schools established by International Schools Service, the NEA Teach Corps, the Peace Corps, etc.
500	Mixed Demographic Character:	To be used for those projects which deal with schools, students, etc. from more than one of the demographic areas mentioned above.

510	Specified Area with Urban-Rural Character;	Any specific area that includes both rural and urban areas. For example, a study of a school system that is partly within the 20-mile radius of a large city and partly outside that 20-mile radius; or a study of a school system that includes both a suburb and a rural area, etc.
520	Cross-section of the United States or of one Particular State;	(Including rural and urban areas.) To be used for projects that study a sample of students or a sample of schools which are considered representative of the student population or school population existing in a particular state or in the country taken as a whole.

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SPECIAL CHARACTERISTICS OF UTG

100	Academically Gifted:	Possessing high intellectual ability, usually in the upper two percent of the school population.
200	Intellectually Handicapped:	Having a mind or mental powers that lack maturity or are deficient in such measure as to be a hindrance to achievement.
210	Mentally Retarded:	Persons characterized by a level of mental development so impaired that the individual is unable to benefit from the standard school program and requires special services. (Note: use only if level of retardation is not given.)
211	Educable Retarded:	Mentally retarded individuals who are able to acquire functional literacy and social competence through special education.
212	Trainable Retarded:	Mentally retarded individuals who may be trained to perform some personally and socially useful operations, but who can not acquire functional literacy.
213	Custodial Retarded:	Mentally retarded persons who are so severely retarded as to be unable to profit from education or training and must be under constant care and supervision, usually in an institution.
220	Slow Learners:	Children who come within the group between the average and the mentally deficient levels of intelligence and who are sufficiently inferior to the average group to warrant special educational provisions.
230	Slow Readers:	Those for whom learning to read presents marked difficulty in spite of their being equipped by chronological age and general intelligence to benefit normally from instruction.
240	Underachievers:	Those whose academic achievement is at a level below what is expected on the basis of the students' performance on general aptitude tests.

241	Learning Disabled:	Pupils identified by professionals to be deficient in one, or a limited number, of aspects of cognitive development (of the sensory, associative, or expressive processes) and to be underachievers when the general potential of their overall abilities is considered. To classify a child as "learning disabled," he must have (1) a sharp imbalance among areas of cognitive development, and (2) marked underachievment.
260	Functional Illiterates:	Those individuals (over ten years old) who are unable to read and understand directions. Generally, anyone with less than five years of schooling is not classified as a "functional illiterate."
300	Emotionally Disturbed:	Psychiatric disturbances, without clearly defined physical cause or structural damage to the brain, which limit the ability of the individual to govern his own behavior; requiring one or more special educational or other type of services.
310	Neurotics	Those suffering from a mental disorder of varying degrees of severity, often characterized by tics, mannerisms, obsessions, phobias, anxiety, hysterical behavior, or neurasthenic exhaustion, and for which, usually, no organic basis can be found; less severe than a psychosis, and usually not of sufficient seriousness to warrant treatment of the individual in an institution for the mentally deranged.
320	Psychotics:	Those suffering from a major or generalized mental disorder characterized by seriously disordered behavior; may be organic or psychogenic in origin; usually of sufficient seriousness to warrant treatment of the individual in an institution for the mentally deranged. (Note: Code 330 "autistics" and 340 "schizophrenics.")

330	Autistics:	Individuals suffering from a mental condition marked by a disposition to turn away from reality, to dwell upon imaginary scenes and events, and to gain satisfaction from wishful thinking; one whose thinking is dominated by personal desires and a lack of any need to make his thinking conform with reality; a type of schizophrenic.
340	Schizophrenics:	Those individuals suffering from dementia praecox (a deteriorating mental disorder occurring primarily in young persons); those individuals suffering from a psychotic disorder of unknown complex etiology that occurs as simple, paranoid, catatonic, or hebephrenic, is characterized by disturbance in thinking involving a distortion of the usual logical relations between ideas, a separation between the intellect and the emotions so that the patient's feelings or their manifestations seem inappropriate to his life situation, and a reduced tolerance for the stress of interpersonal relations so that the patient retreats from social intercourse into his own fantasy life and commonly into delusions and hallucinations and may, when untreated or unsuccessfully treated, go on to marked deterioration or regression in the patient's behavior, though often unaccompanied by intellectual loss.
400	Physically Handicapped:	Those children who have a physical defect of such seriousness as to interfere with or render more difficult normal progress in the regular school program.
410	Aurally Handicapped:	Those suffering from partial or total loss of hearing.
411	Hard of Hearing:	Those individuals whose impairment of hearing (in the better ear, roughly between 75 and 55 decibels in the frequencies in the speech range) may have dated from early life, but has not interfered with their acquisition of language and speech through ordinary channels.

412	Deaf:	Those individuals who from infancy or early childhood have sustained a sufficiently severe impairment of hearing (in the better ear, roughly more than 75 decibels in frequencies in the speech range) so that their language and speech do not develop naturally; they must be taught a means of communication by use of special educational techniques.
420	Orthopedically Handicapped:	Those individuals who are disabled or crippled by non-central-nervous-system conditions such as poliomyelitis, tuberculosis of the spine, fractures, burns, clubfoot, encephalitis, etc.
430	Neurologically Handicapped:	Those individuals who are disabled by a condition of the central nervous system, sometimes accompanied by a reduction in mental functioning.
431	Aphasiacs:	Those individuals suffering from a disorder consisting essentially of an inability to produce or comprehend language; may involve both spoken and written language; the individual does not understand the significance of the symbol. believed to be caused by lesions of the brain (includes auditory aphasia, expressive or motor aphasia, and sensory aphasia).
432	Cerebral Palsied:	Those individuals suffering from a neurological condition caused by a defect, lesion, or maldevelopment of the central nervous system which may be congenital or acquired; incoordination, paralysis, weakness, and/or tremor ensue due to a pathological condition in the motor control centers of the brain; sensory, mental, and emotional disorders, singly or in combination, may accompany the motor dysfunction; the major diagnostic classifications are spasticity, athetosis, rigidity, tremor ataxia, and mixed types.
433	Dyslexiacs:	Those individuals who have a disturbance of the ability to read despite normal

		intelligence, intact senses, proper instruction and normal motivation; the cause in unknown; dyslexiacs are often successful in other studies as long as these studies are not primarily dependant upon skill in reading; specific methods for distinguishing the true dyslexiac from other "slow" readers are not yet available; make painfully slow progress even with the best remedial techniques.
434	Epileptics:	Those individuals suffering from a disturbance in the rate of pulsation of the electronic waves of the brain, often chronic; involves involuntary clonic body movements; includes focal or Jacksonian epilepsy, psychomotor epilepsy, etc.
440	Speech Handicapped:	Those suffering from organic or functional speech disorders which cause interference in oral communication.
441	Aphoniacs:	Those individuals having loss of voice due to a peripheral lesion, which may be structural (trauma, tumor), neurological (recurrent laryngeal nerve), or psychogenic.
442	Cleft Palate Speech:	Speech impaired because of a congenital fissure of the roof of the mouth, involving the hard and/or soft palate; may include cleft lip; may also result from trauma or disease.
443	Stammerers:	Those individuals who have a defective condition of speech characterized by involuntary stops and repetitions or blocking of utterance.
444	Stuttering:	Those individuals who have a defective condition of speech characterized by spasmodic repetition of vocal sounds as a result of excitement or impediment.
445	Lispers:	Those individuals who have a speech defect or affectation characterized by the imperfect pronunciation of sibilants; especially involving the substitution of interdental sounds.

450	Visually Handicapped:	Those individuals who have partial or total loss of vision.
451	Partially Sighted:	Those individuals whose vision is impaired, usually defined according to the Snellen scale as having between 20/200 and 20/70 central visual acuity in the better eye after correction or having better than 20/70 visual acuity in the better eye after correction but with a progressive eye difficulty or with a serious limitation in one or more other visual functions.
452	Blind:	Sightless, or having impaired vision, commonly defined in opthalmological terms as follows: having central visual acuity of 20/200 or less in the better eye with correcting lenses; or having a field defect in which the peripheral field is retricted to such an extent that the widest diameter of the visual field subtends an angular distance no greater than 20 degrees.
460	Persons with Special Health Problems	Those individuals with physical handicaps which cannot be classified as speech, visual, hearing, orthopedic, or neurological handicaps.
461	Asthmatics:	Those individuals susceptible to a disease marked by recurrent attacks of labored breathing with wheezing, coughing, and a sense of constriction due to spasmodic contraction of the bronchi; may need special education in a class for those with low vitality or health problems.
462	Cardiac Victims	Those individuals suffering from either a congenital or acquired form of heart disease such as rheumatic heart disease, functional heart murmur, etc.
500	Multiple Handicapped:	(Note: Code 500 plus codes for the specific handicaps). Those individuals who have more than one impairment, e.g. deaf mental retardates.
600	Disadvantaged:	Those individuals who are generally deprived, especially of the necessities

		of life or of healthful environmental influences (Note: Use this code when the term "disadvantaged" or "deprived" is used with no specific disadvantage mentioned.)
610	Educationally Deprived:	Those individuals who are deprived of adequate educational opportunities and therefore require additional assistance to achieve at their regular level; includes those at substandard or overcrowded schools.
620	Economically Disadvantaged:	Those individuals having a low socioeconomic background, especially those people whose income is so low that they are eligible for welfare benefits.
630	Culturally Disadvantaged:	Those individuals who receive less than their fair share of the necessities and luxuries than the majority that the culture provides for its members; lacking in the basic resources or conditions, as standard housing, medical and educational facilities, language skill development; books, etc. (Note: If the term "disadvantaged" is used without indicating what type of disadvantage exists, code 600; however, if the proposal is obviously talking about one who is deprived in all aspects of his culture, code 630.)
640	Persons with Employment Problems :	Individuals who have difficulty in obtaining or keeping a job, or in finding a job suited to their skills.
641	Subemployed:	Those individuals who are utilized at more menial or less skilled tasks than their training or abilities permit.
642	Underemployed:	Those individuals who are employed in temporary or part-time positions but would prefer permanent or full-time employment.
643	Unemployed:	Those individuals who are involuntarily out of work and are seeking work at prevailing wages.
690	Multiply Disadvantaged:	Those individuals who have two or more of the disadvantages mentioned above. For example, educationally disadvantaged people who are unemployed. (Note: Code 690 plus codes for the specific disadvantages.)

700	Miscellaneous Special Characteristics:	Characteristics of the ultimate target group which somehow distinguish them from others and which cannot be categorized under previously mentioned headings.
710	Alchoholics or Problem Drinkers:	Individuals who are addicted to alchohol or who have a drinking-related problem which interferes with one or more aspects of their lives.
720	Delinquents or Potential Delinquents:	Offenders against the laws of society whose misdeeds are not sufficiently serious to brand him a criminal; usually applied to youthful offenders over whose offenses the juvenile court has jurisdiction; also those likely to become delinquent because of the undesirable friends associated with, the deprived area they are living in, etc.
730	Truants, Potential Dropouts, or Dropouts:	(Truants) Individuals who are of compulsory school age and are absent from school without permission. (Dropouts) Individuals who drop out before achieving their goals, as from school or programs of training. (Potential Dropouts) Individuals showing signs of becoming dropouts, e.g. those who are obviously dissatisfied with school.
740	Drug Abusers or Addicts:	(Addicts) Individuals who suffer physically as well as mentally when the drugs are taken from them. (Abusers) Individuals who take drugs on a regular basis and suffer mentally when their drugs are no longer available to them
750	Patients or Inmates of Institutions:	Individuals who voluntarily or involuntarily reside in an institution on a short-term or long-term basis.
751	Inmates of a General Hospital:	Sick or injured individuals who are receiving medical or surgical care in a private or public hospital.

752	Inmates of Hospital or School for the Mentally Retarded:	Individuals who temporarily or permanently reside in an institution where custodial care, occupational training, or educational opportunities are provided for the custodial, trainable, or educable retarded.
753	Inmates of Hospital or School for the Mentally Ill:	Individuals who reside temporarily or permanently in an institution for those with emotional or mental disturbances.
754	Inmates of Reformatory or Other Penal Institutions:	Individuals who are held under restraint in an institution established for the punishment and reformation of delinquents and criminals.
760	Language Handicapped:	Individuals who have a defect in language that interferes with oral or written expression or reading.
761	Bilingual Problems:	Those individuals whose language functions are complicated by the fact that two different languages are spoken in the home.
762	Non-Enlgish Speaking People:	Those individuals who reside in the United States and do not have a working knowledge of the English language.
770	Migrants:	Individuals who move from area to area in order to find work, especially seasonal labor and most often do not establish legal residency in any area; persons who move from one country, region or place of abode to settle in another.
780	Refugees:	Individuals who flee to a place of safety; especially those who flee to a foreign country or power to escape danger or persecution in their own country or habitual residence because of race, religion, or political beliefs.
800	Groups with Mixed Special Characteristics:	A group of individuals having various handicaps, disadvantages, and/or special characteristics.

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EDUCATIONAL LEVEL OF UTG (E)

100	Early Childhood (Pre-Elementary) Educational Levels:	Refers to all learning activities occurring in a child's life from the time he is conceived until he is five or six years of age, before he enters first grade.
110	Prenatal:	Those learning studies concerned with conditioning reactions and movements of the fetus within the uterus.
120	Prenursery:	The informal learning activities and experiences that occur in a child's life between birth and three or four years of age, before he enters nursery school.
130	Nursery:	Provision for the physical, motor, health, nutritional, aesthetic, emotional, and social development of the preschool child, usually occurring when the child is three or four years of age.
140	Headstart Program:	A federally funded total preschool program for children of low income families, designed as a preventive measure to help eradicate poverty in the United States.
150	Kindergarten:	A group or class organized to provide educational experiences for children during the year or years immediately preceeding the first grade which is a part of the elementary school program and is under the direction of a professionally qualified teacher; may be organized as a grade of an elementary school.
200	Elementary Educational Levels:	The general level of instruction provided for pupils in grades one through six, seven or eight. (Note: The kindergarten level, and grade spans K - 8 and K - 12 are provided here for convenience since these are commonly used designations in educational studies.)
201	Kindergarten:	(see 150 for definition)
202	Grade 1:	
203	Grade 2:	
204	Grade 3:	

205 Grade 4:

206 Grade 5:

207 Grade 6:

208 Grade 7:

209 Grade 8:

250 Grades 1-3:

255 Grades 1-6:

260 Grades 1-8:

265 Grades K-8:

270 Grades 4-6:

275 Grades 5-8:

280 Grades 6-8:

285 Grades 7-8:

290 Grades K-12:

299 Other Specific Elementary Educational Level:

300 Secondary Educational Levels: The span of years or grades beginning with the next year or grade following the elementary school and usually ending with grade 12, including the junior high school or any other type of high school. (Note: Because of the inconsistancies in grade organization from one school district to another, grades 7 and 8 are included both in "elementary" and "secondary" education. When deciding where to code studies concerning grades 7 or 8, code it "elementary" unless the author of the proposal defines it as "secondary education.)

301 Grade 7:

302 Grade 8:

303 Grade 9:

304 Grade 10:

305 Grade 11:

306	Grade 12:	
350	Grades 7-8:	
355	Grades 7-9:	
360	Grades 7-10:	
365	Grades 9-12:	
370	Grades 10-12:	
399	Other Specific Secondary Educational Level:	
400	Higher Education Levels:	Educational offerings above the level of the secondary school; includes colleges, universities, graduate schools, professional schools, technical institutions that award a bachelor's degree or its equivalent, teacher colleges, and normal schools; although "junior colleges" and "community colleges" are often considered as belonging to "secondary education," they will be included under "higher education" in this instance (code 415).
410	Undergraduate Levels:	Relating to that level of higher education before the bestowal of the bachelor's degree or the first professional degree.
411	Freshman Year (Grade 13):	
412	Sophomore Year (Grade 14):	
413	Junior Year (Grade 15):	
414	Senior Year (Grade 16):	
415	Grades 13 and 14:	The freshman and sophomore years; include studies related to "junior college" or "community college."
416	Grades 14-16:	
417	Grades 15-16:	
419	Other Specific Undergraduate Educational Level:	
420	Graduate Levels:	The educational level following the undergraduate level; includes programs for degrees beyond the bachelor's or the first professional degree.

421	Master's Degree Level:	A part of the graduate level during which an academic degree of advanced character (usually a second degree) is administered; follows the bachelor's degree and precedes the PhD, EdD, or other equivalent doctor's degrees.
422	Doctoral Degree Level:	The educational level following the master's degree during which the highest academic degree in graduate study is attained; includes the first degree awarded for completion of a curriculum in certain fields of medicine, as M.D., D.M.D., D.D.S., etc.
423	Post-Doctoral Level:	The educational level beyond the doctorate, for further training of scientists or scholars and the advancement of research; includes second degrees awarded in certain fields of medicine.
429	Other Specific Graduate Educational Level:	Specific graduate programs not included in the above categories.
490	Other Specific Higher Educational Level:	Specific higher education programs not included in the above categories.
500	Adult Educational Levels:	Instruction designed to meet the needs of adults and youth who are beyond the age of compulsory school attendance and who have either completed or interrupted their formal education. (Note: does not include levels of "higher" education.)
510	Basic Adult Educational Level:	Education for adults at the elementary instructional level (through the eighth grade)--usually with emphasis on communicative, computational, and social skills--to raise the adult's level of education to help him pursue a program of occupational training, and/or to help him function more adequately as a citizen in a democratic society.
520	Postsecondary, Vocational/Technical Educational Level:	Instruction provided above the high school level for adults and youth beyond the age of compulsory school attendance in a technical school (a school which provides instruction in practical arts) or in a vocational school (a school which provides instruction that will enable individuals to prepare for, enter into, and make progress in a skilled trade or occupation); does not include technical schools that award a bachelor's degree or its equivalent.

530	Inservice Adult Educational Level:	Those nondegree educational activities and courses that an individual participates in to promote his professional growth (Note: does not include continuing education courses that are not related to the individual's profession.)
540	Informal Adult Educational Level:	Any extension of opportunities for reading, studying, and training to young persons and adults following their completion or withdrawal from full-time school and college programs. (Note: This does not include those continuing education courses that are related to an individual's protection, which should be coded 530).
550	High School Equivalency Program Level:	Activities concerned with the preparation for and the taking of tests which lead to a high school equivalency certificate issued by the department of education in each state (e.g. The General Educational Development tests); if necessary, individuals can qualify for the equivalency certificates by attending adult education classes or by participating in correspondence courses.
600	Articulation Categories:	Instructional programs arranged to provide students with a continuous, consistent educational environment through successive grades of the educational system; coordination of elementary, secondary and higher education programs.
610	Early Childhood Educational Level:	Educational programs that facilitate childrens' progress from kindergarten or other preschool activities into the first grade.
620	Elementary and Secondary Levels:	Instructional programs which aid pupils' transition from elementary schools into junior high or senior high schools, e.g., pupils' progression from sixth to seventh grade or eighth to ninth grade.
630	Secondary and Post-Secondary (Non-College) Level:	Instructional programs that aid students' transition from high school to vocational or technical post-secondary school.
640	Secondary and College Level:	Education programs that facilitate pupils' progress from high school into two-year or four-year colleges or into universities.
900	Other Educational Level:	Other specific educational levels not included in the above categories.

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ETHNIC CHARACTERISTICS (UEG)

100	American Indian:	A member of any of the aboriginal peoples of the Western hemisphere, except for the Eskimos (code 900).
200	(Blacks) Negroes:	A resident of the United States who is of Negro ancestry, especially whose pigmentation is dark like that of typical African Negroes and who often (as with mulattoes) has other physical characteristics of typical African Negroes.
300	American Orientals:	A resident of the United States who is a member of one of the indigenous peoples of the Orient (as a Chinese, Indian, or Japanese).
400	Whites (Caucasians):	A member of the white race of mankind as opposed by classification according to physical features (as skin color, hair form, or body and skeletal characteristics) but without regard to language or culture, to members of the Negroid, Mongoloid, or other putative races of mankind; a member of one of the Caucasus (as the Abkhas, Georgians, Mingrelians, Circassians, Kartvelians, Chechens, and Lezghians) most of whom are racially white but linguistically isolated.
410	Spanish surnamed Americans:	A resident of the United States whose native language is Spanish and whose culture is of Spanish origin; native country not specified.
411	Mexican Americans:	A resident of the United States who is a native of Mexico.
412	Puerto Ricans:	An inhabitant of Puerto Rico or a resident of the United States who is a native of Puerto Rico.
413	Cubans:	A resident of the United States who is a native of Cuba.
419	Other Specific Spanish Surnamed Americans:	Residents of the United States who are natives of Spanish speaking countries such as the countries of Central American or South America; native country is specified but not one of above categories.
490	Other Specific White Ethnic Groups:	Members of specific Caucasian groups that are not covered in the above categories.

500	Groups with Mixed Ethnic Characteristics:	Any group of individuals which is not composed of a specified, single ethnic group.
510	Mixed Minority Groups:	A group of individuals containing two or more specified minority groups (ethnic groups). i.e. a group differing from the predominant section of a larger group in one or more characteristics such as ethnic background, language, culture, or religion, and as a result often subjected to differential treatment and especially discrimination. (Note: Code 510 plus codes for the specific minorities mentioned.)
520	Cross-section of the Population:	A composite representation typifying the constituents of the American people; a sample obtained by dividing the entire U.S. population into categories according to ethnic origin, and then sampling proportionately and independently from each category so that the final sample will be representative of the ethnic makeup of the overall population.
590	Other Specific Groups with Mixed Ethnic Characteristics:	A group composed of specified ethnic groups, which is neither a mixture of specific minorities (code 510) or a cross-section of the population (code 520). For example, a study of naturalized citizens from France and Germany versus native Americans, etc.
900	Other Ethnic Classifications:	Specific ethnic or racial varieties not included in the above characteristics.

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SPECIAL CHARACTERISTICS OF ITG
DEFINITIONS

100	Academically Gifted:	Those possessing high intellectual ability, usually in the upper two per cent of the population.
200	Physically Handicapped:	Those having a physical defect that renders more difficult normal functioning in their endeavors.
300	Disadvantaged:	Those who are generally deprived, especially of the necessities of life or of healthful environmental influences (Note: Use this code when the term "disadvantaged" or "deprived" is used with no specific disadvantage mentioned.)
310	Culturally/Educationally Disadvantaged:	Those who have received less than their fair share of the necessities and luxuries that the majority of the culture provides for its members; those who have been deprived of adequate educational opportunities, including substandard or overcrowded schooling.
320	Economically Disadvantaged:	Those having a low socioeconomic background, especially those whose income is so low that they are eligible for welfare benefits.
330	Persons with Employment Problems:	Those who have difficulty in obtaining or keeping a job, or in finding a job suited to their skills.
390	Those With Other Specific Disadvantages:	Those with "specific" disadvantages not included in the above categories.
400	Miscellaneous Special Characteristics:	Characteristics of the instrumental target group which somehow distinguish them from others and which cannot be categorized under previously mentioned headings.
410	Reformed Alcoholics:	Those who at one time were addicted to alcohol but are now reformed.
420	Reformed Delinquents:	Previous offenders against the laws of society whose misdeeds were not sufficiently serious to brand them as criminals and who are now reformed.
430	Former Dropouts:	Those who dropped out of school or a training program but later reentered school or the program to achieve their goals and graduate.
440	Reformed Drug Abusers or Addicts:	Those who at one time took drugs on a regular basis and suffered mentally

		and/or physically if they were not available to them, but are now reformed.
450	Past or Present Inmates of Institutions:	Individuals who voluntarily or involuntarily now reside or used to reside in an institution on a short-term or long-term basis.
460	Refugees:	Individuals who flee to a place of safety; especially those who flee to a foreign country or power to escape danger or persecution in their own country or habitual residence because of race, religion, or political beliefs.
470	Veterans:	Former members of the armed forces.
900	Those With Other Specific Special Characteristics:	Individuals with specific characteristics that somehow distinguish them from others and which cannot be categorized under the above headings.

EDUCATIONAL LEVEL OF ITG
DEFINITIONS

100	Pre-Secondary Educational Levels:	Levels of formal education for children ranging in age from about 6 to about 12. May include nursery school and kindergarten and extend to grade 6 or grade 8. Focus is on general education.
200	Secondary Educational Levels:	Levels of formal education for young people ranging in age from about 12 to about 17. Focus is on an extension of basic skills and may be on preparation for higher education.
300	Post-Secondary Educational Levels:	All education for those above secondary school age, including junior college levels, college/university levels, etc.
310	Undergraduate Levels:	Levels of education for those students in institutions of higher education who have not achieved a Bachelor's or the first professional degree in the fields in which they are studying.
311	Freshman Year in College:	The first year of undergraduate education.
312	Sophomore Year in College:	The second year of undergraduate education.
313	Junior Year in College:	The third year of undergraduate education.
314	Senior Year in College:	The fourth year of undergraduate education.
320	Graduate Levels:	Levels of education for students who have received a Bachelor's or the first professional degree in their fields of study. Focus is usually on education to obtain a higher degree.
321	Masters Degree Level:	Education which focuses on the obtaining of a Master's Degree; usually, higher than undergraduate level and lower than Doctural level.
322	Doctoral Level:	Education which focuses on the obtaining of a Doctor's Degree. The highest level of education in a given field except those fields in which Doctor's is the first degree, e.g., Doctor of Medicine, Juris Doctor.
323	Post-Doctoral Level:	Further study beyond Doctural level for the further training of scientists or scholars and the advancement of research.

390	Other Specific Post-Secondary Educational Level:	Any specific post-secondary educational level not otherwise defined.
900	Other Educational Level:	Any educational level not otherwise defined.

ETHNIC CHARACTERISTICS (ITG)

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400	Whites (Caucasians):	A member of the white race of mankind as opposed by classification according to physical features (as skin color, hair form, or body and skeletal characteristics) but without regard to language or culture, to members of the Negroid, Mongoloid, or other putative races of mankind; a member of one of the Caucasus (as the Abkhas, Georgians, Mingrebans, Circassians, Kartvelians, Chechens, and Lezghians) most of whom are racially white but linguistically isolated.
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520	Cross-section of the Population:	A composite representation typifying the constituents of the American people; a sample obtained by dividing the entire U.S. population into categories according to ethnic origin, and then sampling proportionately and independently from each category so that the final sample will be representative of the ethnic makeup of the overall population.
590	Other Specific Groups with Mixed Ethnic Characteristics:	A group composed of specified ethnic groups, which is neither a mixture of specific minorities (code 510) or a cross-section of the population (code 520). For example, a study of naturalized citizens from France and Germany versus native Americans, etc.
900	Other Ethnic Classifications:	Specific ethnic or racial varieties not included in the above characteristics.

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(Springfield, Mass., 1968)

INSTRUMENTAL TARGET GROUP TYPE

DEFINITIONS

100	Educational Personnel:	The administrative and supervisory officials, teachers, and supportive personnel employed in a school system in order to carry on the educational program.
110	Educational Policymakers:	Individuals who have been given the authority and the responsibility to establish educational policies and to guide educational decisions.
111	Commissioners of Education:	The chief executive officer of the United States Office of Education of the Department of Health, Education and Welfare; also the chief state school officer who serves as the executive officer of the state board of education and as the leader of the state department of education; same as the state superintendent of education.
112	State Department of Education Personnel:	A collective term for the chief state school officer and his staff (sometimes includes one state board of education) who carry out the policies of the State Board of Education.
113	School Board Members (Trustees):	Appointed or elected laymen whose duties are to distribute state "literary" funds and to oversee the entire state public school system; the policy-forming body, determining state educational policies within the statutory framework provided by the legislature. Duties include making appointments recommended by the superintendent and approving budgets prepared by him; local school boards perform the same general functions but on a local level. (TRUSTEES) The regent managers of a state university.
114	Members of Educational Committees (state or local):	Persons delegated to consider, investigate, or take action upon and usually to report concerning some matter or business. Types of committees include: advisory, citizens, distributive, lay, library, merchants, production, and steering.
119	Other Specific Educational Policymakers:	Persons responsible for creation and supervision of educational policy not otherwise defined.
120	Administrative Personnel:	Staff members assigned activities which have as their purpose the general regulation, direction and control of affairs of a school or schools in an educational system.
121	College or University Presidents:	The principal administrative officers of universities or colleges.

122	College or University Deans:	The major officers of independent colleges or of divisions, colleges, or schools of a university who are responsible under the president for the administration and supervision of instruction or of student relations or both.
123	Superintendents or Assistant Superintendents:	(SUPERINTENDENT) The chief executive and advisory officer charged with the direction of schools in a local school administrative unit, as in a district, city, town, county, or state. (ASSISTANT SUPERINTENDENT) A member of the administrative staff of a school system who assists and is responsible to the superintendent for the management of certain phases of the administration.
124	Principals:	The administrative heads and professional leaders of school divisions or units, such as high schools, junior high schools, or elementary schools, responsible for the total educational program in the school; members of the administrative team in the cooperative development of the system-wide program and policy.
125	Supervisors:	Any school officers charged with the responsibility for guiding and directing the work of other school employees in order to improve such work. Includes state, college, high school, junior high school, and elementary supervisors.
129	Other Specific Administrative Personnel:	Personnel having responsibilities within an educational system not otherwise defined.
130	Instructional Personnel:	All the members of a school staff who are occupied directly with teaching or with the supervision of instruction in the school.
131	Teachers (Full Time):	A teacher employed every school day in an official capacity for the purpose of guiding and directing the learning experiences of pupils or students in an educational institution, whether public or private; a person who has completed a professional curriculum in a teacher education institution and whose training has been officially recognized by the award of an appropriate teaching certificate.
132	Substitute or Part-Time Teachers:	(SUBSTITUTE TEACHER) One who occupies temporarily the position of an absent teacher, whether employed for a few days only or for an extended period of time. (PART-TIME TEACHER) A teacher who devotes less than full time to instruction and to the work incidental to teaching.

133	Student Teachers or Teaching Interns:	Trainee teachers under joint supervision of their colleges or universities and the school system which employ them.
134	Teacher Educators or Teacher Trainers:	Members of a college faculty who are primarily concerned with the professional preparation of teachers.
135	Remedial or Special Education Teachers:	Teachers who have the special responsibility of doing all the remedial teaching in a school; teachers of atypical children who have the ability and preparation for the work, such as teachers of the blind, etc.
136	Tutors:	Members of the instructional staff who, through informal conferences, instruct and examine students; undergraduate or graduate students selected and recommended by professors to assist students.
137	Itinerant Teachers:	Teachers who carry instruction to the child, at home or in a hospital, who is physically unable to attend school; teachers who travel to two or more schools.
138	Members of Teachers Corps:	Skilled, experienced teachers who volunteer their services during the summer months to conduct workshops, seminars, and summer schools in the newly developing countries.
139	Other Specific Type of Instructional Personnel:	Personnel having responsibilities involving teaching not otherwise defined.
140	School Supportive Personnel:	Noninstructional staff members whose services support the instruction of students, including resource services, pupil personnel services, services for the instructional staff, and community services.
141	Pupil/Student Personnel Specialists:	Personnel providing individual and group services to students, primarily of a consultant nature, including educational and vocational counseling, student employment and housing services, etc.
124	Audiovisual or Other Instructional Media Personnel:	Personnel who supply audiovisual services to pupils, including preparing, caring for, and making available to pupils the equipment, films, transparencies, tapes, and scripts.
143	Information System Specialists (including Librarians):	Individuals who specialize in the collection, storage, retrieval, and dissemination of information. (LIBRARIANS) Maintain library collection of books, periodicals, documents, films, recordings, and other materials, and assist students and teachers in locating and obtaining materials.

144	School Health Personnel (Physicians & Nurses):	Persons involved in the school health program who give health instruction, health examinations, medical attention, communicable disease control, promotion of mental health, provision of healthful environment and regimen, and health supervision of students, teachers, and school employees. (SCHOOL NURSE) A nurse employed by the school or by the board of education to render services to school children. (SCHOOL PHYSICIAN) A person with a degree of Doctor of Medicine who diagnoses and treats diseases and disorders of humans and who is employed by the school board of education to treat school children.
145	Physical/Speech Hearing Therapists:	Professional personnel trained in methods of treatment and rehabilitation other than by the use of drugs or surgery; those who diagnose and correct physical, speech, and hearing defects of students.
146	Guidance Counselors/Psychologists/Psychiatrists:	(GUIDANCE COUNSELORS) Staff members who have been assigned activities or perform professional functions of responsibility for: (1) helping pupils assess and understand their abilities, aptitudes, interests, environmental factors, and educational needs; (2) assisting pupils in increasing their understanding of educational and career opportunities. (PSYCHOLOGIST) Diagnoses needs of gifted, handicapped and disturbed children within an educational system or school. (PSYCHIATRIST) Studies, diagnoses, and treats diseases and disorders of the mind; organizes data concerning patients' family, personal history (medical and mental), and onset of symptoms.
147	Dieticians/Food Service Workers:	(DIETICIANS) Qualified persons who, using nutritional knowledge, plan menus for a school lunch program and supervise food preparation. (FOOD SERVICE WORKERS) Persons who are employed in educational institutions' lunch programs and are concerned with preparing and serving food and beverages to school children.
148	Educational Consultants or Advisors:	Experts in a specialized field, without administrative authority, whose advice is sought in improving an educational program, the facilities offered, or methods of cooperation; professionally trained personnel on call to offer guidance and help in promoting and improving the educational program.
149	Teacher Aides/Paraprofessionals:	Staff members performing assigned activities of a nonteaching nature which are not classified as professional, but which assist a staff member to perform professional educational/teaching assignments; school personnel who are not fully certifiable as educational personnel.

150	Miscellaneous School Personnel:	School personnel not employed in an administrative, instructional, or directly supportive role.
151	School Volunteers:	Those who enter into or offer themselves for any education service of their own free will without any monetary compensation.
152	Secretarial or Clerical Personnel:	Staff members assigned activities such as: (1) preparing, transferring, transcribing, systematizing, or preserving written communications and records; or (2) the operation of such machines as bookkeeping, card punch, duplicating, and tabulating. Educational Office employees responsible for the management of a school or school system office.
153	Legal Personnel:	Specialists in or practictioners of law performing assigned professional duties, including: (1) providing legal counsel and service; (2) conducting criminal and civil lawsuits and drawing up legal documents; (3) engaging in school law work which is the basis for all school transactions. Members of the bar who hold a degree from an approved law school.
154	Financial Personnel:	Persons involved with the management of monetary affairs for schools such as accounting, bookkeeping, and auditing records.
155	Transportation or Maintenance Personnel:	(MAINTENANCE PERSONNEL) The employees who keep buildings and equipment in repair, including various tradesmen, such as carpenters, painters, masons, tinsmiths, electricians, and plumbers. (TRANSPORTATION PERSONNEL) Individuals whose job it is to transport pupils to and from school or on trips related to school activities.
156	Athletic Department Personnel (Other than Teachers):	Nonteachers who are involved in a school's athletic program, including coaches, trainers, athletic directors, assistants, managers, and scouts; those involved in a school's intramural and interscholastic sports program.
157	Other Noninstructional School Personnel:	Noninstructional personnel with functions and responsibilities not otherwise defined.
190	Other Specific Educational Personnel:	Educational personnel with specific functions and responsibilities not otherwise defined.
200	Research & Development or Related Personnel:	Noninstructional persons who are involved with identifying and studying problems in the field of education through basic and applied research and its utilization.

210	Research Administrators or Directors:	Members of the staff at an educational institution or agency whose duties consist of one or more of the following functions: conducting research projects, formulating policies concerning research, approving research policies, deciding what use is to be made of research findings.
220	Research Specialists:	Persons who devote or limit their interests to some special branch, e.g., an activity, business, art, or science.
230	Development/Design Specialists:	Those involved with designing and developing programs to implement educational research findings.
240	Evaluation Specialists:	Persons involved in activities organized to assist staff members in the evaluation of school practices with the purpose of improving the quality of such practices.
250	Diffusion/Dissemination Specialists:	Those involved with activities organized to inform the public about the condition and progress of education in the school or school system, utilizing personal presentation, publications, the press, radio, television, and other channels of communication.
260	Test Construction Specialists	A person who designs the conditions and controls the variables of the experimental situation to test an hypothesis.
270	Curriculum Specialists:	Individuals employed by state departments, institutions of higher learning, or city school systems who are especially trained in curriculum procedures and designated as director of curriculum, assistant superintendent in charge of curriculum, curriculum supervisor, director of surveys, team-teaching leader, team curriculum specialist, or team supervisor. Those involved in the process of systematic investigation and evaluation in selection and placement of school material, activity, and experience.
280	Statisticians:	Those people concerned with activities organized to assist staff members in the process of collection, organization, analysis, and dissemination of information about the education system for purposes of comparison, determination of current status and projection.
290	Other Specific Research & Development Personnel:	Persons engaged in research and development with functions and responsibilities not otherwise defined.
300	Miscellaneous Categories:	Individuals and members of groups or associations related to but not directly involved in educational activities.

310	Education Industries Personnel	Individuals who work for private industry and perform some service to the school systems or the educational field in general.
320	Members of Parent-Teacher Associations	The local, county, state, and national groups most concerned with volunteer leadership for parents. National Congress of Parents and Teachers is the country-wide level of the organization; educational association seeking to improve the schools..
330	Parents	A mother, father, or guardian who has children in the school system.
340	Community Leaders	Those individuals who guide other members of the community by directing some activity, heading a committee, or presiding over some community organization.
350	Members of Teachers' Associations or Unions	Members of a local organization of teachers affiliated with organized labor, the purpose of which is the promotion of professional growth, economic welfare, security of tenure, and advancement of the general professional status of teachers.
390	Other Specific Category	Individuals and groups not otherwise defined whose activities relate to education.

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330	Parents	A mother, father, or guardian who has children in the school system.
340	Community Leaders	Those individuals who guide other members of the community by directing some activity, heading a committee, or presiding over some community organization.
350	Members of Teachers' Associations or Unions	Members of a local organization of teachers affiliated with organized labor, the purpose of which is the promotion of professional growth, economic welfare, security of tenure, and advancement of the general professional status of teachers.
390	Other Specific Category	Individuals and groups not otherwise defined whose activities relate to education.

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